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ABSTRACT

The Kalamazoo school system has developed for its instructional staff a series of accountability schemes collectively referred to as the Instructional Staff Performance Profiles (ISPP). They presently include performance profiles for teachers, secondary instructional specialists, secondary academic specialists, elementary instructional specialists, student leaders, and counselors. Two major purposes of the ISPP are to serve as a comprehensive accountability scheme which provides instructional staff with relevant feedback in reference to improve their performance and as a management information system for principals to use as a basis for evaluative decisions. The ISPP is an attempt to obtain a measure of multiple factors which individually may contain considerable bias, but which collectively constitute an objective, comprehensive, and accurate appraisal of the performance of the instructional staff.
(Author/WM)

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INSTRUCTIONAL STAFF PERFORMANCE PROFILES AND RELATED INFORMATION

COMPILED
BY
DEPARTMENT OF RESEARCH AND DEVELOPMENT

KALAMAZOO PUBLIC SCHOOLS
JANUARY, 1974

EA 006 223

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KALAMAZOO PUBLIC SCHOOLS
Kalamazoo, Michigan

SYSTEM FOR EVALUATING INSTRUCTIONAL PERSONNEL

Introduction

During the past two decades there has been an increasing concern for accountability in the field of education. The reason for this accelerated concern seems to be associated with many complex and interrelated sociological phenomena currently operative in the United States. Among these factors are the changing school curriculum; fluctuating school enrollments; and the growing militancy of administrators, teachers and students. These and other factors, including inflation, have caused a rapid increase in school expenditures. As financial support from the public has increased, the proponents of accountability have become more vocal. Grieder[1] states:

> It it inevitable and desirable that teachers and administrators give better account of their professional activities and the funds that are devoted to schooling. As salaries continue to rise, the pressure for accountability will increase. In a few years this may well lead to greater interest in better teaching, in really good teaching by dedicated teachers.

If satisfactory responses are to be made to the demands of accountability, there is a need to measure the performance of the instructional staff of any given school system. However, as with most theoretical concepts such as accountability, there is a tremendous gap between what accountability should be when discussed in an idealistic sense and what it takes to implement it in a school system. In order to bridge this gap and to insure

[1]Grieder, Calvin, "Educators Should Welcome Pressure for Accountability." Nation's Schools. LXXV (May 1970), 14.

improved achievement of students, the Kalamazoo Public Schools has developed a series of accountability schemes for their instructional staff. These schemes are collectively referred to as the Instructional Staff Performance Profiles (ISPP) and presently include the following:

1. Teacher Performance Profile
2. Secondary Instructional Specialist Performance Profile
3. Secondary Academic Specialist Performance Profile
4. Elementary Instructional Specialist Performance Profile
5. Student Leader Performance Profile
6. Counselor Performance Profile

The various schemes were implemented during the 1972-73 school year and have undergone continual modification.

Two major purposes of the Instructional Staff Performance Profiles (ISPP) are: (1) to serve as a comprehensive accountability scheme which provides instructional staff with relevant feedback in reference to improving their performance, and (2) as a management information system for principals to use as a basis for evaluative decisions. These schemes are based on the rationale that instructional staff evaluation utilizing multiple components is better than those using only a principal's rating. The ISPP is an attempt to obtain a measure of multiple factors which individually may contain considerable bias, but collectively constitute an objective, comprehensive and accurate appraisal of the performance of the instructional staff.

In attempting to evaluate instructional personnel, the Kalamazoo Public Schools has experienced more controversy and confrontation than has been the case with other employee groups. In a recent Position Statement representatives of the local teacher union indicated that

it is impossible to evaluate teacher effectiveness and inane to hold one human accountable for the behavior of another. Needless to say, school administrators disagree with that statement. Administrators, as part of their normal functions, can and are evaluating teacher performance at least to the extent of reducing uncertainty about the quality of job being done by various professionals within the school system. Also, they are holding the professional staff accountable for certain behaviors of other human beings for whom they have management responsibilities. People who pay the taxes to support schools for the most part have their performance evaluated, and work in environments where certain people have management responsibilities for the behavior of others. It is difficult to justify lesser expectations for educators. The local teacher union has been asked to suggest their own evaluation scheme, but have taken the stance of state and national teacher organizations, and as a consequence, nothing has been forthcoming. Therefore, the school administration has moved forward in the development of an initial teacher evaluation system.

The accountability model used to evaluate teachers is the Teacher Performance Profile. The Teacher Performance Profile consists of the following components:

1. Student ratings
2. Principal ratings
3. Peer ratings
4. Self ratings
5. Student achievement data

Additionally, parent ratings are utilized when these ratings are deemed to be representative.

The Department of Research and Development (R & D) coordinates the collection of data for each of the component parts of the Teacher Performance Profile. The Teacher Performance Profile utilizes the multi-component approach to teacher evaluation which is predicated on the philosophy that measures on numerous variables from relevant reference groups and/or individuals results in the most accurate assessment of a teacher's performance. When utilizing a multi-component accountability model such as the Teacher Performance Profile, it is important to realize that none of the components in and of themselves constitutes a total evaluation. For example, students do not evaluate teachers; students rate teachers. However, when data are collected and analyzed for all of the components of the Teacher Performance Profile, student ratings do contribute to a teacher's overall evaluation. In essence, the Teacher Performance Profile serves as a management information system for providing meaningful feedback for improving teacher performance. Additionally, it serves as data for making evaluative decisions.

While the Teacher Performance Profile utilizes several components in conjunction with a principal's rating, the final decision regarding a teacher's overall evaluation rests with the principal. Copies of the teacher's performance profile serve as a primary topic of discussion during end-of-year and beginning-of-year principal/teacher conferences. Similar models are used to evaluate non-teaching personnel.

Specifics related to the compilation of the Teacher Performance Profile are completed by the Department of Research and Development and a copy is mailed to each building principal. Completion of the Teacher Performance Profile is administered in the following manner.

1. Student Ratings - Each classroom teacher in grades K through 12 is rated on the Teacher Image Questionnaire by the students. Student rating materials are supplied to the building principal by the Department of Research and Development. The completed student rating materials must be returned to the Department of Research and Development no later than March 1 for probationary teachers and March 15 for tenure teachers.

2. Principal Ratings - Both probationary and tenure teachers are rated each year by the building principal. The Teacher Evaluation Form is the instrument used by principals to rate teachers. While the master agreement does not specifically state the length of a classroom observation made by the principal to observe a teacher's classroom performance, the observation is sufficiently long and frequent to allow for an objective analysis of the teacher's performance. Thirty minutes of observation is regarded as a minimum. Probationary teachers receive at least two written evaluations per year, whereas tenure teachers receive at least one written evaluation per year. Principals return the completed teacher evaluation forms for all probationary teachers to the Employee Relations Division no later than March 15. The completed teacher evaluation forms for tenure teachers must be returned to the Employee Relations Division no later than April 15. However, if the evaluator is considering recommending dismissal of the tenure teacher, the evaluation forms must be returned no later than March 15.

3. Peer Ratings - At least five, but no more than 15, fellow teachers compose the peer group that rate a teacher. Each teacher must submit to the principal a list of at least five peers who are knowledgeable of the teacher's behavior. The final list of teachers must be acceptable to the principal. The Peer Image Questionnaire is the instrument used for peer ratings and the completed peer rating forms must be returned to the

Department of Research and Development no later than March 15.

4. Self Ratings - Each teacher rates himself/herself on the following instruments: Teacher Image Questionnaire, Teacher Evaluation Form, and the Peer Image Questionnaire. The self ratings must be completed by each teacher prior to the conference scheduled with the principal. The teacher brings to the scheduled teacher/principal conference all of the completed self ratings. The teacher retains one copy of the completed instruments and gives another completed copy of the instruments to the building principal. All teachers self ratings must be completed no later than March 15.

5. Student Achievement Data - In grades 1 through 9 the Metropolitan Achievement Test (MAT) is administered in September (pre-test) and May (post-test) of the school year. At the high school level the Stanford Test of Academic Skills (TASK) is administered in grades 10 through 12 during the month of September of each school year. The results of the pre-test post-test MAT data are returned to the principal in August and to the teacher at the beginning of the next school year (September). In the secondary classrooms and those elementary areas not amenable to standardized tests, teachers develop criterion-referenced tests with the aid of personnel from the Department of Research and Development. These teacher-made tests are part of the G.O.T. program where G.O.T. stands for goals, objectives and tests. Recognizing that standardized achievements tests leave much to be desired for many subject areas and learning units, this program is used as a companion to the norm referenced standardized testing system such as MAT and TASK to ensure that the administration gets as much relevant cognitive data as possible.

While recognizing that each component of the teacher evaluation scheme has some limitations, all components taken together begin to give a fairly accurate picture of teacher performance. In those classrooms where students learn a lot, have positive views regarding the quality of the learning experience, where other teachers indicate that the teacher is making significant contributions toward curriculum development and where the principal has high regard for teacher performance, administrators believe they have considerably reduced their uncertainty regarding the quality of the job being done by that particular teacher and are comfortable in giving that teacher a high rating. On the contrary, in those classrooms exemplified by zero or negative learning, chaos, poor student attitudes, low regard from other teachers, and poor evaluations by the principals, administrators have identified a teacher who is having some problems. Their first job is to share this information with the teacher and try to improve the teacher's performance. If over time they are unable to do this, then the school system has an obligation to get that teacher out of the classroom. The result is that this accountability method protects teachers against such things as personality conflicts with the principal while at the same time providing direction for specific teacher performance expectations.

The potential of the type of accountability scheme discussed here is much greater than just reducing the uncertainty about the quality of job being done by individual teachers. More importantly, it helps an administration to measure the performance of the entire school system and provides it with baseline data for making improvements. Information is being gathered, coded and computerized in such a way that the administration is able to generate numerous computer printouts displaying research results and

statistical analyses. These data reveal strengths and weaknesses of various programs and practices so that appropriate changes can be made. The specifics for the evaluation of the instructional staff are included in the following pages.

TEACHER PERFORMANCE PROFILE

Component Parts and Respective Instruments

For each of the five components of the Teacher Performance Profile, the instrument(s) used for rating teachers are listed below:

Rating Group or Person	Instrument
Students	Teacher Image Questionnaire (four levels)
Principal	Teacher Evaluation Form
Peers (other teachers)	Peer Image Questionnaire
Teacher Self-Evaluation	Teacher Image Questionnaire Teacher Evaluation Form Peer Image Questionnaire
Student Achievement Data	Metropolitan Achievement Test

SAMPLE MATERIALS

FOR

KINDERGARTEN AND FIRST GRADE STUDENT RATINGS

CHECK LIST

for

KINDERGARTEN AND FIRST GRADE STUDENT RATINGS

This packet of materials should contain the following:

1. Class Identification Form
2. Instructions for Person in Charge of Administering the Kindergarten and First Grade Teacher Image Questionnaire
3. Directions for Administering the Kindergarten and First Grade Teacher Image Questionnaire
4. Questionnaire to be used by the person administering the Kindergarten and First Grade Teacher Image Questionnaire
5. Answer sheets
6. Example of responses (smiling, neutral and sad faces)
7. Self-addressed large envelope to be used to return the materials to the Department of Research and Development

Please make sure that the teacher conducts a self-evaluation by filling out one of the questionnaires. The questionnaire which the teacher uses to evaluate himself/herself should be retained by the principal. This self-evaluation questionnaire will be collected some time in the future.

If there are any questions regarding these procedures, please feel free to contact the Assistant Director, Department of Research and Development

Thank you.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

Enclosures

To be completed by teacher being rated and inserted in the large return envelope prior to administering the questionnaire.

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

CLASS IDENTIFICATION FORM

Date _____

Name of teacher being rated: _____

School: _____

Please check the appropriate responses below:

Subject: _____ Hour _____

Grade level: _____

Approximately what percentage of this group is female____; male _____

Caucasian _____; Black _____; Other _____

How do you perceive this class along the following dimensions? (Place an "X" in the appropriate space.)

	Excellent	Good	Average	Fair	Poor
Ability					
Behavior					
Attitude					

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

Preferably a person other than the teacher being rated shall administer the Kindergarten and First Grade Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one answer sheet for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Students are not to put their name on the questionnaire.
B. Read the "Directions for Administering the Kindergarten and First Grade Teacher Image Questionnaire" exactly as written to the class.
C. Go over the example with students.
D. Read each question and the three responses. (Go through the entire questionnaire with students.)
E. Instruct students to leave a question blank if they cannot answer it.
F. Remind students to think about the whole year when responding to questions.
G. If necessary, explain to the students, by example, what a given question means.

NOTE TO PERSON IN CHARGE:

A. While administering the Kindergarten and First Grade Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination. Do not let students talk to each other.
B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.
C. Assure students that responses are anonymous.
D. Check to make sure that the students have completed the questionnaire properly.
E. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development.
F. After the envelope has been sealed:
   Return the materials to the office to be sent to the Department of Research and Development via the interschool mail.

Department of Research and Development
Kalamazoo Public Schools

DIRECTIONS FOR ADMINISTERING
THE KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

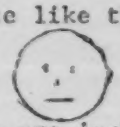
The person in charge should specifically read the following to the students:

"This is not a test. We want to know how you feel about your teacher. Think about the things your teacher has done during the school year when you answer. No one from your school will see your answer. Do not put your name on this paper.

"I am going to give you directions and it is important that you listen carefully and follow the directions.

"If your teacher did something that you liked, you would probably wear a big smile like this . (Show smiling face).

"But if your teacher did something that you did not like, you would probably wear a sad face like this . (Show sad face).

"Now look at this face  . (Show neutral face). This face is how you might look when you are in-between liking or not liking something your teacher does.

"I am going to read to you some things about your teacher. If you agree with what I read and think that your teacher does this, make a big (X) through the smiling face. If you do not agree with what I read and do not think that your teacher does this, make a big mark (X) through the sad face. If you are in-between and not sure of how you feel, make a mark through the middle face."

After the person in charge has read the preceding instructions, she/he should then go through the example with the students. Also, the person in charge should follow the procedures listed in "Instructions for Person in Charge of Administering the Kindergarten and First Grade Teacher Image Questionnaire".

KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

EXAMPLE

	Dislike or Not Agree	Neutral or In Between	Like or Agree
A. My teacher is nice to me.			

QUESTIONS:

1. My teacher is fair.			
2. My teacher is friendly.			
3. My teacher makes school seem fun.			
4. My teacher likes being a teacher.			
5. My teacher lets students tell about things in class.			
6. My teacher dresses and looks nice.			
7. My teacher never gets mad at me.			
8. My teacher listins to me when I want to tell her/him something.			
9. My teacher likes me.			
10. I like my teacher.			
11. I thing my teacher is a good teacher.			
12. I learn new things from my teacher.			

DEPARTMENT OF [illegible] AND ENGLISH
KALAMAZOO [illegible] SCHOOLS
3/1/[illegible]

ANSWER SHEET

FOR

KINDERGARTEN AND FIRST GRADE TEACHER IMAGE QUESTIONNAIRE

Example:

Questions:

1.

2.

3.

4.

5.

Questions:

6.

7.

8.

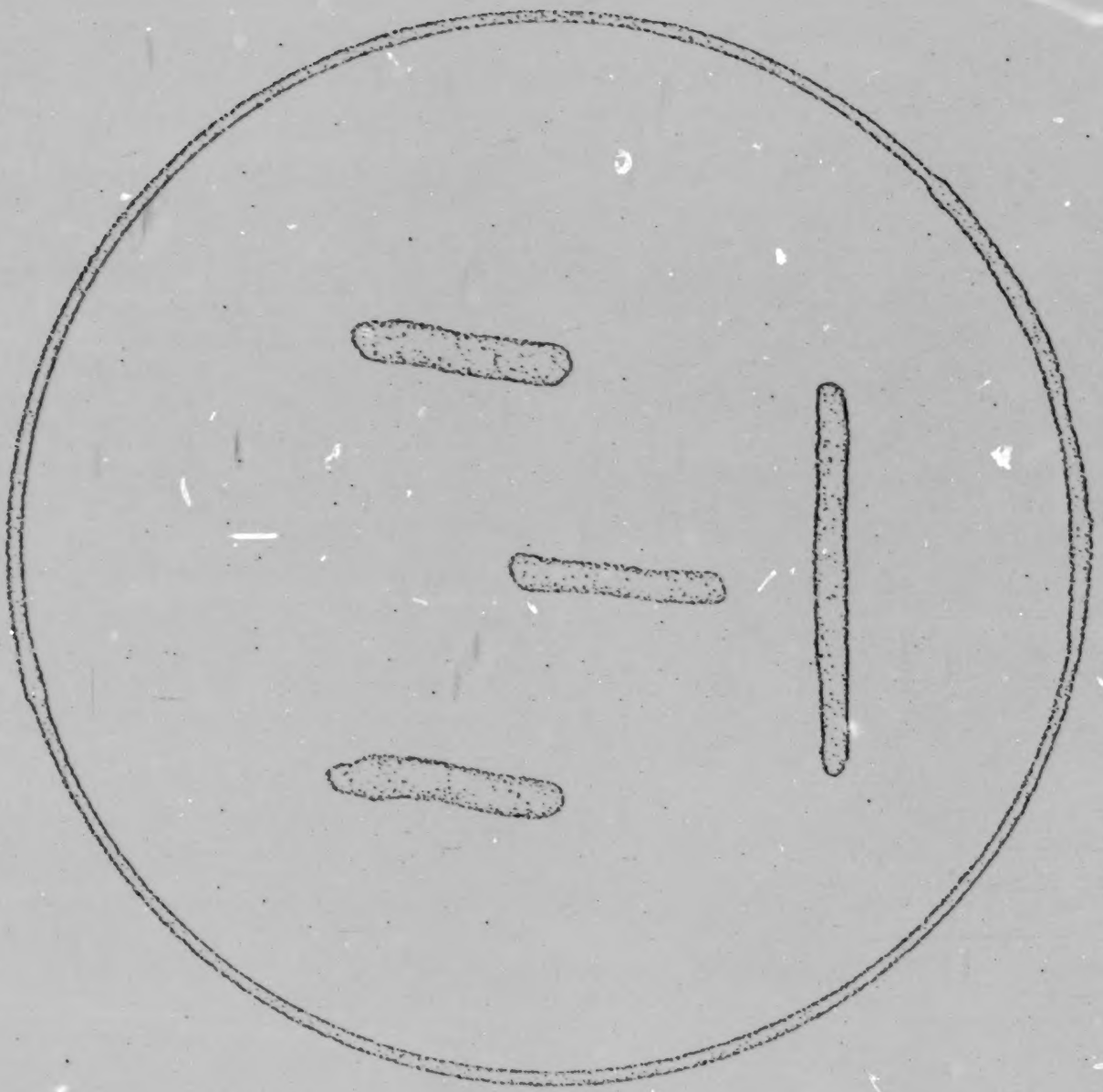
9.

10.

11.

12.

SAD FACE



NEUTRAL FACE

SMILING FACE

SAMPLE MATERIALS

FOR

EARLY ELEMENTARY STUDENT RATINGS (GRADES 2-3)

CHECK LIST

for

EARLY ELEMENTARY STUDENT RATINGS

This packet of materials should contain the following:

1. Class Identification Form
2. Instructions for Person in Charge of Administering the Early Elementary Teacher Image Questionnaire
3. Questionnaires
4. Self-addressed large envelope to be used to return the materials to the Department of Research and Development

Please make sure that the teacher conducts a self-evaluation by filling out one of the questionnaires. The questionnaire which the teacher uses to evaluate himself/herself should be retained by the principal. This self-evaluation questionnaire will be collected some time in the future.

If there are any questions regarding these procedures, please feel free to contact the Assistant Director, Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools

3/19/74

Enclosures

To be completed by teacher being rated and inserted in the large return envelope prior to administering the questionnaire.

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

CLASS IDENTIFICATION FORM

Date_____

Name of teacher being rated:_____

School:_____

Please check the appropriate responses below:

Subject:_____ Hour_____

Grade level:_____

Approximately what percentage of this group is female_____; Male_____

Caucasian_____; Black_____; Other_____

How do you perceive this class along the following dimensions? (Place an "X" in the appropriate space).

	Excellent	Good	Average	Fair	Poor
Ability					
Behavior					
Attitude					

1-7-74

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE EARLY ELEMENTARY TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

Preferably a person other than the teacher being rated shall administer the Early Elementary Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one questionnaire for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Have the student put their teacher's name at the top of the questionnaire.
B. Students are not to put their name on the questionnaire.
C. Read the instructions listed at the top of the questionnaire, exactly as written, to the class.
D. Go over the example with students.
E. Read <u>each</u> question and the three responses. (Go through the entire questionnaire with students).
F. Instruct students to leave a question blank if they cannot answer it.
G. Remind students to think about the whole year when responding to questions.
H. If necessary, explain to the students, by example, what a given question means.

NOTE TO PERSON IN CHARGE:

A. While administering the Early Elementary Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination.
B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.
C. Assure students that responses are anonymous.
D. Check to make sure that the students are completing the questionnaire properly.
E. Before collecting the questionnaire, make sure that the students:
   (1) Have teacher's name at the top of the questionnaire.
   (2) Have responded properly.
F. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development.
G. After the envelope has been sealed:
   Return the materials to the office to be sent to the Department of Research and Development via the interschool mail.

EARLY ELEMENTARY TEACHER IMAGE QUESTIONNAIRE

This is not a test. We want to know how you feel about your teacher. Think about all of the school year when you answer. No one from your school will see your answer. Do not put your name of this paper. Circle your answer.

E X A M P L E

A. My teacher is nice to me. NEVER SOMETIMES ALWAYS

QUESTIONS:

1. I understand what my teacher says in class. NEVER SOMETIMES ALWAYS
2. My teacher is fair. NEVER SOMETIMES ALWAYS
3. Kids in my class behave. NEVER SOMETIMES ALWAYS
4. My teacher is friendly. NEVER SOMETIMES ALWAYS
5. My teacher makes school seem fun. NEVER SOMETIMES ALWAYS
6. My teacher laughs and jokes with kids. NEVER SOMETIMES ALWAYS
7. I think my teacher likes being a teacher. NEVER SOMETIMES ALWAYS
8. My teacher lets students tell about things in class. NEVER SOMETIMES ALWAYS
9. My teacher gives me school work that is fun to do. NEVER SOMETIMES ALWAYS
10. My teacher looks neat and dresses nicely. NEVER SOMETIMES ALWAYS
11. My teacher gets mad in class. NEVER SOMETIMES ALWAYS

12. My teacher answers my questions about school work.	NEVER	SOMETIMES	ALWAYS
13. My teacher listens to me when I want to tell him/her something.	NEVER	SOMETIMES	ALWAYS
14. My teacher likes me.	NEVER	SOMETIMES	ALWAYS
15. I like my teacher.	NEVER	SOMETIMES	ALWAYS
16. I think my teacher is a good teacher.	NEVER	SOMETIMES	ALWAYS
17. I learn a lot from my teacher.	NEVER	SOMETIMES	ALWAYS

Department of Research and Development
Kalamazoo Public Schools
3/19/74

SAMPLE MATERIALS

FOR

ELEMENTARY AND JUNIOR HIGH STUDENT RATINGS (GRADES 4-9)

CHECK LIST

for

STUDENT RATINGS

This packet of materials should contain the following:

1. Class Identification Form
2. Instructions for Person in Charge of Administering the Elementary and Junior High or Secondary Teacher Image Questionnaire
3. Questionnaires
4. Answer Sheets
5. Self-addressed large envelope to be used to return the materials to the Department of Research and Development

Please make sure that the teacher conducts a self-evaluation by filling out one of the questionnaires. The questionnaire which the teacher uses to evaluate himself/herself should be retained by the principal. This self-evaluation questionnaire will be collected some time in the future.

If there are any questions regarding these procedures, please feel free to contact the Assistant Director, Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

Enclosures

To be completed by teacher being rated and inserted in the large return envelope prior to administering the questionnaire.

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

CLASS IDENTIFICATION FORM

Date _____

Name of teacher being rated: _____

School: _____

Please check the appropriate responses below:

Subject: _____ Hour _____

Grade level: _____

Approximately what percentage of this group is female____; male _____

Caucasian _____; Black _____; Other _____

How do you perceive this class along the following dimensions? (Place an "X" in the appropriate space.)

	Excellent	Good	Average	Fair	Poor
Ability					
Behavior					
Attitude					

1/7/74

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE ELEMENTARY AND JUNIOR HIGH OR SECONDARY TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

Preferably a person other than the teacher being rated shall administer the Elementary and Junior High or Secondary Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one questionnaire and answer sheet for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.
D. Make sure each student has a No. 2 pencil.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Read the instructions listed at the top of the questionnaire, exactly as written, to the class.
B. Go over the example with students.
C. Make sure the students know how to use the answer sheet properly. (Note that the items are listed across the answer sheet.)
D. Read each question for elementary and junior high students. (Go through the questionnaire with them. For elementary students, read each response as well as the question.)
E. Instruct students to leave a question blank if they cannot answer it.
F. Remind students to think about the whole year when responding to questions.
G. Read the following:

> "After you complete the questionnaire, I will seal all copies in an envelope addressed to the Department of Research and Development. Your teacher will receive a summary of all the answers by the students in your class. After you complete the report, sit quietly or study until all students have finished. There should be no talking."

(OVER)

NOTE TO PERSON IN CHARGE:

A. While administering the Elementary and Junior High or Secondary Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination.
B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.
C. Students should be given all the time needed to answer the last two questions. Students do write their answers on the last two questions on the questionnaire form.
D. Assure students that responses are anonymous.
E. When administering the questionnaire to elementary and junior high students, go through it with them. Check to make sure that the students are completing the questionnaire properly.
F. Before collection of the answer sheets and questionnaires, make sure that the students:
    (1) Have teacher's name on answer sheet.
    (2) Have used answer sheet properly.
G. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development <u>in the presence of the students</u>.
H. After the envelope has been sealed:
    Return the materials to the office to be sent to the Department of Research and Development via the inter-school mail.

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3/19/74

ELEMENTARY AND JUNIOR HIGH TEACHER IMAGE QUESTIONNAIRE

Please do not begin until you are told to do so by the person in charge.

Please put your answers on the answer sheet. Put your teacher's name in the upper left-hand corner of the answer sheet. Do not put your name or any other information on the top of the answer sheet.

After you read each question and decide on your answer, blacken in the area on the answer sheet for that question with a No. 2 pencil. Use the following scale:

1 = Never 2 = Almost Never 3 = Sometimes 4 = Almost Always 5 = Always

E X A M P L E

	Never	Almost Never	Sometimes	Almost Always	Always
A. My teacher is on time	1	2	3	4	5

If your answer to this question was "Almost Always," you would blacken in the area under "4" on your answer sheet.

A. 1 2 3 4 5

USE ANSWER SHEET

DO NOT MARK HERE

Be sure to blacken in only one blank for each question.

	Never	Almost Never	Sometimes	Almost Always	Always
1. My teacher explains things so that I understand them.	1	2	3	4	5
2. My teacher treats everyone fairly.	1	2	3	4	5
3. The kids in my class behave.	1	2	3	4	5
4. My teacher is friendly toward all students.	1	2	3	4	5
5. My teacher makes school seem fun and interesting.	1	2	3	4	5
6. My teacher laughs and enjoys jokes in the classroom.	1	2	3	4	5

(OVER)

	Never	Almost Never	Sometimes	Almost Always	Always
7. My teacher enjoys teaching school.	1	2	3	4	5
8. My teacher lets students tell about their ideas in class.	1	2	3	4	5
9. I do interesting things in my teacher's class.	1	2	3	4	5
10. My teacher looks neat and dresses nicely.	1	2	3	4	5
11. My teacher controls his/her anger.	1	2	3	4	5
12. My teacher is able to answer questions about school work.	1	2	3	4	5
13. My teacher thinks what I say is important.	1	2	3	4	5
14. My teacher likes me.	1	2	3	4	5
15. My teacher wants me to ask questions and give my ideas in class.	1	2	3	4	5
16. I feel free to give my ideas in class.	1	2	3	4	5
17. I feel like I learn a lot in class.	1	2	3	4	5
18. I think my teacher is a good teacher.	1	2	3	4	5

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE THINGS YOU LIKE ABOUT YOUR TEACHER.

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE THINGS YOU DO NOT LIKE ABOUT YOUR TEACHER.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

NAME _____ DATE _____ STUDENT NO. _____ SEX M F
LAST FIRST MIDDLE

COURSE NAME _____ COURSE NO. _____

SECTION _____ INSTRUCTOR _____

NAME OF TEST _____ FORM _____

BE SURE YOUR MARKS ARE HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWER CHANGED

STUDENT NUMBER

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

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49 1 2 3 4 5	50 1 2 3 4 5	51 1 2 3 4 5	52 1 2 3 4 5
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149 1 2 3 4 5	150 1 2 3 4 5	151 1 2 3 4 5	152 1 2 3 4 5
153 1 2 3 4 5	154 1 2 3 4 5	155 1 2 3 4 5	156 1 2 3 4 5
157 1 2 3 4 5	158 1 2 3 4 5	159 1 2 3 4 5	160 1 2 3 4 5
161 1 2 3 4 5	162 1 2 3 4 5	163 1 2 3 4 5	164 1 2 3 4 5
165 1 2 3 4 5	166 1 2 3 4 5	167 1 2 3 4 5	168 1 2 3 4 5
169 1 2 3 4 5	170 1 2 3 4 5	171 1 2 3 4 5	172 1 2 3 4 5

SAMPLE MATERIALS

FOR

SECONDARY STUDENT RATINGS (GRADES 10-12)

CHECK LIST

for

STUDENT RATINGS

This packet of materials should contain the following:

1. Class Identification Form
2. Instructions for Person in Charge of Administering the Elementary and Junior High or Secondary Teacher Image Questionnaire
3. Questionnaires
4. Answer Sheets
5. Self-addressed large envelope to be used to return the materials to the Department of Research and Development

Please make sure that the teacher conducts a self-evaluation by filling out one of the questionnaires. The questionnaire which the teacher uses to evaluate himself/herself should be retained by the principal. This self-evaluation questionnaire will be collected some time in the future.

If there are any questions regarding these procedures, please feel free to contact the Assistant Director, Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

Enclosures

To be completed by teacher being rated and inserted in the large return envelope prior to administering the questionnaire.

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

CLASS IDENTIFICATION FORM

Date _____

Name of teacher being rated: _____

School: _____

Please check the appropriate responses below:

Subject: _____ Hour _____

Grade level: _____

Approximately what percentage of this group is female____; male _____

Caucasian _____; Black _____; Other _____

How do you perceive this class along the following dimensions? (Place an "X" in the appropriate space.)

	Excellent	Good	Average	Fair	Poor
Ability					
Behavior					
Attitude					

1/7/74

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE ELEMENTARY AND JUNIOR HIGH OR SECONDARY TEACHER IMAGE QUESTIONNAIRE

Department of Research and Development
Kalamazoo Public Schools

Preferably a person other than the teacher being rated shall administer the Elementary and Junior High or Secondary Teacher Image Questionnaire. This person shall make no comments about the regular teacher's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one questionnaire and answer sheet for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their teacher. It is not a test.
C. Remember not to comment about the regular teacher.
D. Make sure each student has a No. 2 pencil.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Read the instructions listed at the top of the questionnaire, exactly as written, to the class.
B. Go over the example with students.
C. Make sure the students know how to use the answer sheet properly. (Note that the items are listed across the answer sheet.)
D. Read each question for elementary and junior high students. (Go through the questionnaire with them. For elementary students, read each response as well as the question.
E. Instruct students to leave a question blank is they cannot answer it.
F. Remind students to think about the whole year when responding to questions.
G. Read the following:

> "After you complete the questionnaire, I will seal all copies in an envelope addressed to the Department of Research and Development. Your teacher will receive a summary of all the answers by the students in your class. After you complete the report, sit quietly or study until all students have finished. There should be no talking."

(OVER)

NOTE TO PERSON IN CHARGE:

A. While administering the Elementary and Junior High or Secondary Teacher Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination.

B. Make sure that students understand that they should answer the questions regarding their regular teacher and not concerning you, the temporary substitute in charge.

C. Students should be given all the time needed to answer the last two questions. Students do write their answers on the last two questions on the questionnaire form.

D. Assure students that responses are anonymous.

E. When administering the questionnaire to elementary and junior high students, go through it with them. Check to make sure that the students are completing the questionnaire properly.

F. Before collection of the answer sheets and questionnaires, make sure that the students:
   (1) Have teacher's name on answer sheet.
   (2) Have used answer sheet properly.

G. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development <u>in the presence of the students.</u>

H. After the envelope has been sealed:
   Return the materials to the office to be sent to the Department of Research and Development via the inter-school mail.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

SECONDARY TEACHER IMAGE QUESTIONNAIRE

Please do not begin until you are told to do so by the person in charge.

Please put your answers on the accompanying answer sheet. Place your teacher's name in the upper left-hand corner of the answer sheet. Do not put your name or any other information at the top of the answer sheet.

After you read each question and decide on your answer, blacken in the corresponding space on the answer sheet with a No. 2 pencil. Note that the item numbers are listed across the answer sheet. Use the following scale:

1 = Never 2 = Seldom 3 = Sometimes 4 = Usually 5 = Always

EXAMPLE	Never	Seldom	Sometimes	Usually	Always
A. Is your teacher friendly?	1	2	3	4	5

If your response to this question was "Usually", you would blacken in the area under "4" on your answer sheet.

A. 1 2 3 4 5

Be sure to blacken in only one blank for each question. USE ANSWER SHEET

WHAT IS YOUR OPINION CONCERNING THIS TEACHER:	Never	Seldom	Sometimes	Usually	Always
1. Does this teacher have a thorough knowledge and understanding of his/her teaching field?	1	2	3	4	5
2. Are ideas presented at a level which you can understand?	1	2	3	4	5
3. Is this teacher fair and impartial in his/her treatment of all students in the class?	1	2	3	4	5
4. Is the classroom orderly but also relaxed and friendly?	1	2	3	4	5
5. Do you feel that this teacher likes you?	1	2	3	4	5
6. Is this class interesting and challenging?	1	2	3	4	5
7. Does this teacher show interest in and enthusiasm for the subject (does he/she appear to enjoy teaching this subject?)	1	2	3	4	5

(OVER)

	Never	Seldom	Sometimes	Usually	Always
8. Does this teacher have respect for the things you have to say in class?	1	2	3	4	5
9. Does this teacher encourage you to raise questions and express ideas in class?	1	2	3	4	5
10. Does this teacher share amusing experiences and laugh at his/her own mistakes?	1	2	3	4	5
11. Are assignments sufficiently challenging without being unreasonably long?	1	2	3	4	5
12. Is the grooming and dress of this teacher in good taste?	1	2	3	4	5
13. Is this teacher able to see things from your point of view?	1	2	3	4	5
14. Does this teacher become angry when little problems arise in the classroom?	1	2	3	4	5
15. Is this teacher patient, understanding, considerate, and courteous?	1	2	3	4	5
16. Do you feel free to give your own ideas and express your own opinions in this class?	1	2	3	4	5
17. Do you feel like you learn a lot in this class?	1	2	3	4	5
18. Does this teacher perform effectively?	1	2	3	4	5

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF YOUR TEACHER:

IF YOU WISH, PLEASE LIST BELOW ONR OR MORE STRENGTHS OF YOUR TEACHER:

DEPARTMENT OF RESEARCH AND DEVELOPMENT
Kalamazoo Public Schools
3/19/74

AME _____ DATE _____ STUDENT NO. _____ SEX M F
LAST FIRST MIDDLE

OURSE NAME _____ COURSE NO. _____

CTION _____ INSTRUCTOR _____

AME OF TEST _____ FORM _____

BE SURE YOUR MARKS ARE HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWER CHANGED

STUDENT NUMBER

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	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
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3 1 2 3 4 5	54 1 2 3 4 5	55 1 2 3 4 5	56 1 2 3 4 5
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3 1 2 3 4 5	154 1 2 3 4 5	155 1 2 3 4 5	156 1 2 3 4 5
7 1 2 3 4 5	158 1 2 3 4 5	159 1 2 3 4 5	160 1 2 3 4 5
1 1 2 3 4 5	162 1 2 3 4 5	163 1 2 3 4 5	164 1 2 3 4 5
5 1 2 3 4 5	166 1 2 3 4 5	167 1 2 3 4 5	168 1 2 3 4 5
9 1 2 3 4 5	170 1 2 3 4 5	171 1 2 3 4 5	172 1 2 3 4 5

EXAMPLES OF STUDENT RATING

COMPUTER PRINTOUT AND

ACCOMPANYING INFORMATION

SECONDARY TEACHER IMAGE QUESTIONNAIRE

KEY: AB= ABILITY
BE= BEHAVIOR
AT= ATTITUDE

SOCIAL SECURITY NUM 999-99-9999 TEACHER NAME A. SAMPLE PROBATIONARY NO

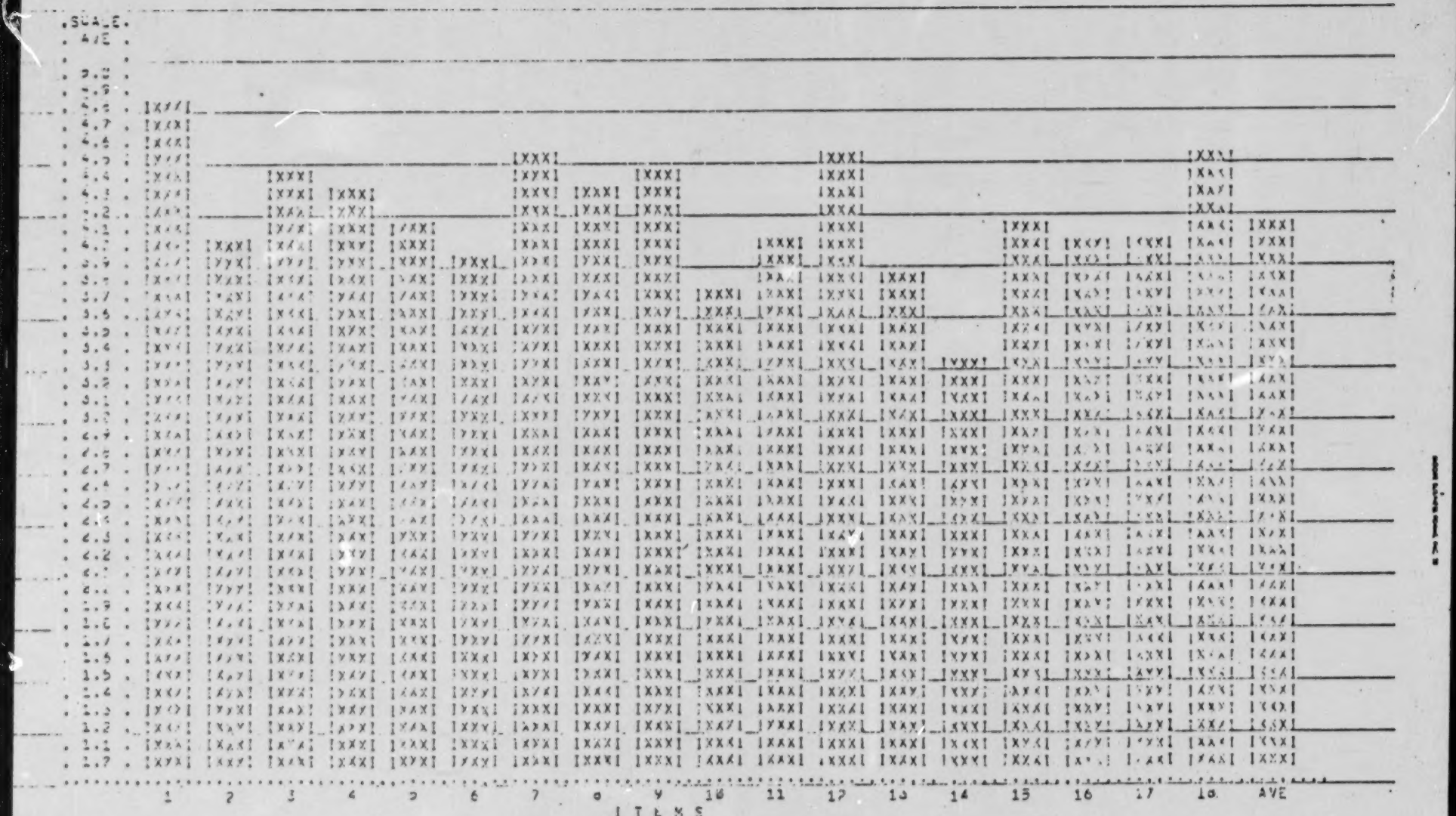
CLASS	SCHOOL	SUBJECT	HOURS	GRADES	% FEMALE	% MALE	% CAUCASION	% BLACK	% OTHER	TEACHER RATING AB	BE	AT
A	CENTRAL	BIOLOGY	2ND	12TH	040	060	070	030	000	3	4	3
B	CENTRAL	EARTH SCIENCE	4TH	12TH	054	046	058	040	000	2	4	2

	CLASS A	CLASS B	COMPOSITE	A	B	COMP
1. DOES HE HAVE A THOROUGH KNOWLEDGE AND UNDERSTANDING OF HIS TEACHING FIELD..	4.95	4.70	4.81	20.	27.	47.
2. ARE IDEAS PRESENTED AT A LEVEL WHICH YOU CAN UNDERSTAND.....	5.00	4.87	4.92	20.	27.	47.
3. IS HE FAIR AND IMPARTIAL IN HIS TREATMENT OF ALL STUDENTS IN HIS CLASS.....	4.58	4.26	4.39	19.	27.	46.
4. IS THE CLASSROOM ORDERLY BUT ALSO RELAXED AND FRIENDLY.....	4.42	4.15	4.26	19.	27.	46.
5. DO YOU FEEL THAT THIS TEACHER LIKES YOU.....	4.26	3.93	4.07	19.	27.	46.
6. IS THIS CLASS INTERESTING AND CHALLENGING.....	4.02	3.59	3.89	19.	27.	46.
7. DOES HE SHOW INTEREST IN AND ENTHUSIASM FOR THE SUBJECT. DOES HE APPEAR TO ENJOY TEACHING THIS SUBJECT.....	4.47	4.48	4.48	19.	27.	46.
8. DOES THIS TEACHER HAVE RESPECT FOR THE THINGS YOU HAVE TO SAY IN CLASS.....	4.37	4.19	4.26	19.	27.	46.
9. DOES THIS TEACHER ENCOURAGE YOU TO RAISE QUESTIONS AND EXPRESS IDEAS IN CLASS.....	4.42	4.37	4.39	19.	27.	46.
10. DOES HE SHARE AMUSING EXPERIENCES AND LAUGH AT HIS OWN MISTAKES.....	3.94	3.59	3.73	18.	27.	45.
11. ARE ASSIGNMENTS SUFFICIENTLY CHALLENGING WITHOUT BEING UNREASONABLE LONG...	3.84	4.04	3.96	19.	27.	46.
12. ARE HIS GROOMING AND DRESS IN GOOD TASTE.....	4.47	4.48	4.48	19.	27.	46.
13. IS THIS TEACHER ABLE TO SEE THINGS FROM YOUR POINT OF VIEW.....	3.95	3.78	3.85	19.	27.	46.
14. DOES THIS TEACHER BECOME ANGRY WHEN LITTLE PROBLEMS ARISE IN THE CLASSROOM.	3.16	3.44	3.33	19.	27.	46.
15. IS HE PATIENT, UNDERSTANDING, CONSIDERATE, AND COURTEOUS.....	4.21	3.96	4.07	19.	27.	46.
16. DO YOU FEEL FREE TO GIVE YOUR OWN IDEAS AND EXPRESS YOUR OWN OPIONS IN THIS CLASS.....	4.11	4.00	4.04	18.	27.	45.
17. DO YOU FEEL LIKE YOU LEARN A LOT IN THIS CLASS.....	4.16	3.93	4.02	19.	27.	46.
18. DOES YOUR TEACHER PERFORM EFFECTIVELY.....	4.53	4.44	4.48	19.	27.	46.
AVERAGE OF THE ABOVE 18 ITEMS.....	4.23	4.06	4.14	342.	486.	828.

TEACHER IMAGE PROFILE

TEACHER A. SAMPLE

SECONDARY TEACHER IMAGE QUESTIONNAIRE



TEACHERS ARE TO HAVE A CONFERENCE WITH THEIR PRINCIPAL TO DISCUSS THESE RESULTS. THE TEACHER'S SELF-RATING COUPLED WITH THE STUDENT RATINGS FORM THE BASIS TO IDENTIFY DISCREPANCIES. BY ASCERTAINING THE STRENGTHS AND WEAKNESSES OF THE TEACHER'S PERFORMANCE, THE TEACHER AND PRINCIPAL CAN IDENTIFY AREAS WHERE POSITIVE CHANGE IS DESIRABLE. ITEM RATINGS CAN RANGE FROM 1.00 TO 5.00, WITH 5.00 BEING THE MOST POSITIVE. STUDENTS' WRITTEN COMMENTS OF TEACHERS IN GRADES 4-12 WILL BE GIVEN TO THE TEACHERS AT THE END OF THE YEAR. IF YOU HAVE ANY QUESTIONS REGARDING STUDENT RATINGS OR TEACHER EVALUATION, PLEASE CONTACT C. HARTE, DEPT. OF RESEARCH AND DEVELOPMENT.

Department of Research and Development
KALAMAZOO PUBLIC SCHOOLS

INTERPRETING AND UTILIZING STUDENT RATINGS

The major objective of using student ratings is to provide teachers with relevant feedback that can be used to assist them in performing more effectively in the classroom. There is research evidence to support the contentions that, students pay more attention to, are more influenced by, and learn more from teachers that students view as performing effectively. Therefore, teachers who wish to increase student perceptions in a positive direction will probably have to modify both their attitude and behavior as they relate to their teaching styles.

It is possible that a discrepancy can exist between student perceptions and the actual behavior of the teacher in the classroom. However, if teachers are attempting to function more effectively, it is imperative that teachers be cognizant of student perceptions so that they have a reference point and rationale for changing their behavior. The criteria on which student ratings are based primarily deal with classroom instructional processes, as opposed to outcome variables such as student achievement. Everything else being equal, it is assumed that teachers viewed by students as performing effectively will also prompt effective performance on the part of the learner.

The result of each item should be viewed as it relates to other items, and as it relates to overall effectiveness. By identifying possible relationships between item ratings, a change of a certain teacher behavior might result in higher ratings on several items. It is possible for a single item to reflect considerable bias, but collectively the items display accurate student ratings. Finally, it should be noted that there is not one specific teaching style which, if utilized, will automatically result in being viewed effectively by all students.

DEPARTMENT OF RESEARCH AND DEVELOPMENT
KALAMAZOO PUBLIC SCHOOLS
3/19/74

DEPARTMENT OF RESEARCH AND DEVELOPMENT
Kalamazoo Public Schools

STUDENT RATINGS FEEDBACK

The teacher being rated by the Teacher Image Questionnaire and the principal receive the following: (1) "Interpreting and Utilizing Student Ratings," and (2) Computer printout of the average class response for each item of the instrument presented in both numerical and graphic form.

A frequencies of behaviors scale was used as the possible student response to each item. These frequency responses ranged from "Never" to "Always," and "Sometimes" being in the middle. This type of behavior scale does not provide a qualitative judgement of the teacher's behavior as expressed in the item. The scale provides for a quantitative description of the frequency of the teacher's behavior as perceived by the student.

The computer printout reports the average of the responses of the class on each item of the questionnaire. This average is obtained by the assignment of a weight to each item on the descriptive scale, totalling the weights by item for the entire class, and determining the average of these. This information is presented in both numerical form and in graphic form for each item. When a large enough sample is available to generate reliable norms, these norms will be sent to you.

The descriptive scale for each instrument and the weighed values are listed below:

Secondary Teacher Image Questionnaire (High School)

1 = Never
2 = Seldom
3 = Sometimes
4 = Usually
5 = Always

Elementary and Junior High Teacher Image Questionnaire
(Grade 4-9)

1 = Never
2 = Almost Never
3 = Sometimes
4 = Almost Always
5 = Always

Early Elementary Teacher Image Questionnaire (Grade ?-3)

1 = Never
3 = Sometimes
5 = Always

*Kindergarten-Grade One Teacher Image Questionnaire

1 = Dislike or Not Agree
3 = Neutral or In Between
5 = Like or Agree

*A qualitative scale was used at the Kindergarten-Grade One levels.

PRINCIPAL EVALUATION FORM

KALAMAZOO PUBLIC SCHOOLS
Teacher Evaluation Form

1st appraisal _____
2nd appraisal _____
3rd appraisal _____
4th appraisal _____

Teacher _____ Subject or Grade _____

Date _____

School _____ Principal _____

Rating scale defined: POOR - unacceptable performance
FAIR - needs improvement -- does not meet minimum performance requirements
SATISFACTORY - meets minimum performance requirements
GOOD - exceeds minimum performance requirements
EXCELLENT - far exceeds minimum performance requirements

Based on your (principal's) appraisal of this teacher's performance, check the appropriate response. (If you believe a certain criterion does not apply, do not check a response category):

	Poor	Fair	Sat.	Good	Exc.
A. PROFESSIONAL PERFORMANCE					
1. Shows cooperation	___	___	___	___	___
2. Displays a positive relationship with faculty	___	___	___	___	___
3. Demonstrates effective daily preparation	___	___	___	___	___
4. Reacts rationally to constructive criticism	___	___	___	___	___
5. Demonstrates initiative and resourcefulness	___	___	___	___	___
6. Exhibits flexibility in meeting changes	___	___	___	___	___
7. Displays promptness and dependability	___	___	___	___	___
B. BEHAVIOR TOWARD PUPILS					
1. Shows interest in pupils	___	___	___	___	___
2. Solicits pupils' points of view	___	___	___	___	___
3. Secures cooperation of pupils	___	___	___	___	___
C. SCHOLARSHIP					
1. Demonstrates knowledge of subject matter	___	___	___	___	___
2. Demonstrates skills in applying knowledge	___	___	___	___	___
D. CLASSROOM PERFORMANCE					
1. Exhibits effective classroom control and management	___	___	___	___	___
2. Handles problems of discipline effectively	___	___	___	___	___
3. Adapts materials to needs and interests of students	___	___	___	___	___
4. Gives definite, reasonable assignments	___	___	___	___	___
5. Demonstrates skill in directing supervised study	___	___	___	___	___
6. Provides individual assistance to students	___	___	___	___	___
7. Uses a variety of learning experiences	___	___	___	___	___
8. Uses a variety of instructional materials	___	___	___	___	___

	Poor	Fair	Sat.	Good	Exc.
9. Displays an awareness of the emotional atmosphere of the classroom	___	___	___	___	___
10. Identifies learning opportunities	___	___	___	___	___
11. Involves pupils in planning	___	___	___	___	___
12. Provides for individual differences	___	___	___	___	___
13. Diagnoses pupil needs accurately	___	___	___	___	___
14. Evaluates pupil progress effectively	___	___	___	___	___

E. PERSONAL BEHAVIOR

1. Shows enthusiasm and interest	___	___	___	___	___
2. Demonstrates emotional stability	___	___	___	___	___
3. Exhibits poise and self-confidence	___	___	___	___	___
4. Displays a willingness to share ideas and materials	___	___	___	___	___
5. Exhibits a willingness to seek help when needed	___	___	___	___	___

F. EFFECTIVENESS

1. What is your overall evaluation of this teacher's effectiveness? (This is not necessarily based on the average of the preceding criteria.)	___	___	___	___	___

G. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY: (Be specific)
(If necessary, attach another page)

H. SPECIFIC SUGGESTIONS FOR IMPROVEMENT

I. TEACHING IN:

____ Major Certificated Area
____ Minor Certificated Area
____ Other (explain below)

_____

_____

J. Approximate number of students in class _____

K. Is the physical setting and room size adequate? _____

L. Number of different teacher preparations _____

Disposition recommended:

a. Reemploy ____ c. Extend probation one year ____ e. Place on tenure _____

b. Terminate ____ d. Do not place on tenure _____

A conference regarding this appraisal must be held with the teacher. The signature does not necessarily indicate agreement with above appraisal; but indicates he/ she has seen it. The teacher may attach a memo explaining his or her disagreement regarding any aspect of this evaluation.

_____ _____

Teacher's Signature Principal's Signature

*FINAL EVALUATION SHALL BE COMPLETED AND SIGNED BY MAY 1.

For Personnel Use:
Date Tenure Granted _____

DEPARTMENT OF RESEARCH AND DEVELOPMENT
Kalamazoo Public Schools
3/18/74

PEER IMAGE QUESTIONNAIRE

AND RELATED INFORMATION

CHECK LIST

for

PEER IMAGE QUESTIONNAIRE

This packet should contain the following:

1. Instructions for administering the Peer Image Questionnaire
2. Peer Image Questionnaires
3. Answer Sheets
4. Self-addressed envelope to be used to return materials to the Department of Research and Development

The teacher being rated is to rate himself/herself on the Peer Image Questionnaire. These self-ratings are to be retained by the principal until they are collected by the Department of Research and Development.

If any problems arise, please contact the Assistant Director of The Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

INSTRUCTIONS FOR ADMINISTERING PEER IMAGE QUESTIONNAIRE RATINGS

1. The principal has instructions regarding selection of respondents.

2. Personnel from principal's office will distribute the questionnaire and answer sheets to the respondents.

3. The principal will appoint a person (preferably a teacher) to collect the forms and return them to the Department of Research and Development via the large return envelope.

4. The questionnaires should be returned to the Department of Research and Development within a week after they were given to the respondents.

If any problems arise, please contact the Assistant Director of the Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

PEER IMAGE QUESTIONNAIRE FOR TEACHERS

Please respond to the following questions honestly and frankly in reference to the teacher being rated. Do not give your name. All responses are anonymous. Neither the teacher about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of other teachers, will be analyzed. Image profiles representing how your fellow teacher is perceived along several dimensions by his/her associates will be given to him/her.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the teacher being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL — USE ANSWER SHEET

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent

WHAT IS YOUR OPINION CONCERNING THIS TEACHER'S:	Poor	Fair	Average	Good	Excellent
1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1	2	3	4	5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1	2	3	4	5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1	2	3	4	5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of his/her field?)	1	2	3	4	5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1	2	3	4	5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1	2	3	4	5
7. FLEXIBILITY: Is this person able to adjust rapidly to changes in plans or procedures?)	1	2	3	4	5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1	2	3	4	5
9. OPENNESS: (Is this person considerate of divergent views?)	1	2	3	4	5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1	2	3	4	5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1	2	3	4	5

(OVER)

	Poor	Fair	Average	Good	Excellent
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1	2	3	4	5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1	2	3	4	5
14. SENSE OF BELONGING: (Is this person an integral part of faculty?)	1	2	3	4	5
15. OBJECTIVITY: (Is this person objective in his/her relations with all his/her associates?)	1	2	3	4	5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1	2	3	4	5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1	2	3	4	5
18. APPEARANCE: (Are this person's grooming and attire in good taste?)	1	2	3	4	5
19. ATTITUDE TOWARD TEACHING: (Do you feel this teacher has a healthy outlook toward teaching?)	1	2	3	4	5
20. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1	2	3	4	5
21. LEADERSHIP: (To what extent does this teacher take initiative in professional matters?)	1	2	3	4	5
22. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1	2	3	4	5
23. COOPERATIVENESS: (Does this teacher share ideas, materials, and facilities?)	1	2	3	4	5
24. EVALUATION: (What is your overall opinion of this teacher as a fellow educator?)	1	2	3	4	5

25. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS TEACHER.

26. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS TEACHER.

DEPARTMENT OF RESEARCH AND DEVELOPMENT
KALAMAZOO PUBLIC SCHOOLS

3/19/74

AME _____ DATE _____ STUDENT NO. _____ SEX M F
LAST FIRST MIDDLE

URSE NAME _____ COURSE NO. _____

CTION _____ INSTRUCTOR _____

AME OF TEST _____ FORM _____

BE SURE YOUR MARKS ARE HEAVY AND BLACK
ERASE COMPLETELY ANY ANSWER CHANGED

STUDENT NUMBER

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

1 1 2 3 4 5	2 1 2 3 4 5	3 1 2 3 4 5	4 1 2 3 4 5
5 1 2 3 4 5	6 1 2 3 4 5	7 1 2 3 4 5	8 1 2 3 4 5
9 1 2 3 4 5	10 1 2 3 4 5	11 1 2 3 4 5	12 1 2 3 4 5
13 1 2 3 4 5	14 1 2 3 4 5	15 1 2 3 4 5	16 1 2 3 4 5
17 1 2 3 4 5	18 1 2 3 4 5	19 1 2 3 4 5	20 1 2 3 4 5
21 1 2 3 4 5	22 1 2 3 4 5	23 1 2 3 4 5	24 1 2 3 4 5
25 1 2 3 4 5	26 1 2 3 4 5	27 1 2 3 4 5	28 1 2 3 4 5
29 1 2 3 4 5	30 1 2 3 4 5	31 1 2 3 4 5	32 1 2 3 4 5
33 1 2 3 4 5	34 1 2 3 4 5	35 1 2 3 4 5	36 1 2 3 4 5
37 1 2 3 4 5	38 1 2 3 4 5	39 1 2 3 4 5	40 1 2 3 4 5
41 1 2 3 4 5	42 1 2 3 4 5	43 1 2 3 4 5	44 1 2 3 4 5
45 1 2 3 4 5	46 1 2 3 4 5	47 1 2 3 4 5	48 1 2 3 4 5
49 1 2 3 4 5	50 1 2 3 4 5	51 1 2 3 4 5	52 1 2 3 4 5
53 1 2 3 4 5	54 1 2 3 4 5	55 1 2 3 4 5	56 1 2 3 4 5
57 1 2 3 4 5	58 1 2 3 4 5	59 1 2 3 4 5	60 1 2 3 4 5
61 1 2 3 4 5	62 1 2 3 4 5	63 1 2 3 4 5	64 1 2 3 4 5
65 1 2 3 4 5	66 1 2 3 4 5	67 1 2 3 4 5	68 1 2 3 4 5
69 1 2 3 4 5	70 1 2 3 4 5	71 1 2 3 4 5	72 1 2 3 4 5
73 1 2 3 4 5	74 1 2 3 4 5	75 1 2 3 4 5	76 1 2 3 4 5
77 1 2 3 4 5	78 1 2 3 4 5	79 1 2 3 4 5	80 1 2 3 4 5
81 1 2 3 4 5	82 1 2 3 4 5	83 1 2 3 4 5	84 1 2 3 4 5
85 1 2 3 4 5	86 1 2 3 4 5	87 1 2 3 4 5	88 1 2 3 4 5
89 1 2 3 4 5	90 1 2 3 4 5	91 1 2 3 4 5	92 1 2 3 4 5
93 1 2 3 4 5	94 1 2 3 4 5	95 1 2 3 4 5	96 1 2 3 4 5
97 1 2 3 4 5	98 1 2 3 4 5	99 1 2 3 4 5	100 1 2 3 4 5
101 1 2 3 4 5	102 1 2 3 4 5	103 1 2 3 4 5	104 1 2 3 4 5
105 1 2 3 4 5	106 1 2 3 4 5	107 1 2 3 4 5	108 1 2 3 4 5
109 1 2 3 4 5	110 1 2 3 4 5	111 1 2 3 4 5	112 1 2 3 4 5
113 1 2 3 4 5	114 1 2 3 4 5	115 1 2 3 4 5	116 1 2 3 4 5
117 1 2 3 4 5	118 1 2 3 4 5	119 1 2 3 4 5	120 1 2 3 4 5
121 1 2 3 4 5	122 1 2 3 4 5	123 1 2 3 4 5	124 1 2 3 4 5
125 1 2 3 4 5	126 1 2 3 4 5	127 1 2 3 4 5	128 1 2 3 4 5
129 1 2 3 4 5	130 1 2 3 4 5	131 1 2 3 4 5	132 1 2 3 4 5
133 1 2 3 4 5	134 1 2 3 4 5	135 1 2 3 4 5	136 1 2 3 4 5
137 1 2 3 4 5	138 1 2 3 4 5	139 1 2 3 4 5	140 1 2 3 4 5
141 1 2 3 4 5	142 1 2 3 4 5	143 1 2 3 4 5	144 1 2 3 4 5
145 1 2 3 4 5	146 1 2 3 4 5	147 1 2 3 4 5	148 1 2 3 4 5
149 1 2 3 4 5	150 1 2 3 4 5	151 1 2 3 4 5	152 1 2 3 4 5
153 1 2 3 4 5	154 1 2 3 4 5	155 1 2 3 4 5	156 1 2 3 4 5
157 1 2 3 4 5	158 1 2 3 4 5	159 1 2 3 4 5	160 1 2 3 4 5
161 1 2 3 4 5	162 1 2 3 4 5	163 1 2 3 4 5	164 1 2 3 4 5
165 1 2 3 4 5	166 1 2 3 4 5	167 1 2 3 4 5	168 1 2 3 4 5
169 1 2 3 4 5	170 1 2 3 4 5	171 1 2 3 4 5	172 1 2 3 4 5

METROPOLITAN ACHIEVEMENT TEST (MAT)

SAMPLE RESULTS BASED ON PREPOST DATA

Presented on the following pages are prepost MAT data for teachers A, B, C, and D, who all were fourth grade teachers at the same building in 1972-73 (these are actual data).

A perusal of the prepost results for the respective teachers indicates that the average student in teacher A's class generally did not learn as much as the average student in the other three classrooms. This is an especially interesting finding when one notes that pretest scores, which take into consideration initial differences, generally reflect minimum variability between the four respective teachers for a given subtest. For example, the Total Math scores (which takes into consideration performance on three math subtests, but is not necessarily the arithmetic mean of the three subtests)are 3.4, 3.6, 3.5, and 3.6 for teachers A, B, C, and D respectively. However, the accompanying gain scores in Total Math for teachers A, B, C, and D are .5, 1.1, 1.3, and 1.3. Hence, it is apparent that the average student in teacher A's class did not acquire math skills at a rate commensurate with the average student in the classrooms of teachers B, C, and D.

Department of Research and Development
Kalamazoo Public Schools

1972-73 METROPOLITAN ACHIEVEMENT TEST RESULTS BY TEACHER

Teacher A _____ Teacher

Same Building Grade 4 _____ Building

Subtests	Pretest (September)	Posttest (May)	Gain*
Word Knowledge	3.5	3.8	.3
Word Analysis			
Reading	3.3	3.6	.3
Total Reading	3.4	3.7	.3
Language	3.4	4.1	.7
Spelling	3.0	3.7	.7
Math Computation	3.5	4.0	.5
Math Concepts	3.5	4.0	.5
Math Problem Solving	3.2	3.6	.3
Total Math	3.4	3.9	.5
Science			
Social Studies			

*Eight months gain would be expected for a normal group of children from pretest to posttest.

Department of Research and Development
Kalamazoo Public Schools

1972-73 METROPOLITAN ACHIEVEMENT TEST RESULTS BY TEACHER

Teacher B Teacher

Same Building Grade 4 Building

Subtests	Pretest (September)	Posttest (May)	Gain*
Word Knowledge	3.6	4.1	.5
Word Analysis			
Reading	3.6	4.2	.6
Total Reading	3.6	4.2	.6
Language	4.0	4.8	.8
Spelling	3.1	3.9	.8
Math Computation	3.4	4.9	1.5
Math Concepts	3.5	4.6	1.1
Math Problem Solving	3.6	4.3	.7
Total Math	3.6	4.7	1.1
Science			
Social Studies			

*Eight months gain would be expected for a normal group of children from pretest to posttest.

Department of Research and Development
Kalamazoo Public Schools

1972-73 METROPOLITAN ACHIEVEMENT TEST RESULTS BY TEACHER

Teacher C Teacher

Same Building Grade 4 Building

Subtests	Pretest (September)	Posttest (May)	Gain*
Word Knowledge	3.3	3.9	.6
Word Analysis			
Reading	3.3	4.2	.9
Total Reading	3.3	4.1	.8
Language	3.7	4.7	1.0
Spelling	3.0	4.6	1.6
Math Computation	3.6	4.9	1.3
Math Concepts	3.3	4.4	1.1
Math Problem Solving	3.5	4.5	1.0
Total Math	3.5	4.8	1.3
Science			
Social Studies			

*Eight months gain would be expected for a normal group of children from pretest to posttest.

Department of Research and Development
Kalamazoo Public Schools

1972-73 METROPOLITAN ACHIEVEMENT TEST RESULTS BY TEACHER

Teacher D Teacher

Same Building Grade 4 Building

Subtests	Pretest (September)	Posttest (May)	Gain*
Word Knowledge	3.5	4.4	.9
Word Analysis			
Reading	3.5	4.5	1.0
Total Reading	3.5	4.4	.9
Language	3.7	4.8	1.1
Spelling	3.3	4.6	1.3
Math Computation	3.8	5.3	1.5
Math Concepts	3.4	5.1	1.7
Math Problem Solving	3.5	4.5	1.0
Total Math	3.6	4.9	1.3
Science			
Social Studies			

*Eight months gain would be expected for a normal group of children from pretest to posttest.

GOALS-OBJECTIVES-TEST PROGRAM (GOT)

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

THE GOALS-OBJECTIVES-TEST PROGRAM: A SYSTEMATIC APPROACH TO TEACHER PLANNING, INSTRUCTION AND EVALUATION

THE GOALS-OBJECTIVES-TEST PROGRAM (G.O.T. Program) was written and developed by the Department of Research and Development, Kalamazoo Public Schools, in October, 1973. The G.O.T. Program, as originally designed, was intended for use by secondary teachers in the Kalamazoo Public School System in the academic areas of math, social studies, science and English. Modifications were made, however, so that the G.O.T. Program is now appropriate for implementation in the areas of industrial arts, home economics, physical education, music, art, basic education, special education, language, and in other subject areas which require students to demonstrate psychomotor and/or affective skills.

Basically, the G.O.T. Program is a three-part process which is designed to help teachers identify, plan, teach, and measure those skills which they deem most useful and necessary for students to possess.

Essentially, the three-part G.O.T. Program is implemented by having teachers develop and write goals and student-oriented performance objectives for their courses. In order to measure the extent to which individual students and entire classes have achieved the stated goals and performance objectives, the teacher designs an evaluation instrument, based upon these goals and performance objectives, which is administered to students.

In the first phase, or Part I of the G.O.T. Program, the teacher identifies 5 to 10 general goals for each course. These general goals are broad statements of intent which develop as a result of the teacher identifying the most important topics, units, or concepts covered in a course. The identification and writing of general goals are crucial in that they give direction for writing specific performance objectives.

The second phase, or Part II of the G.O.T. Program, involves the writing of 1 to 5 minimal performance objectives for each of the goals developed in Part I of the G.O.T. Program. The performance objectives are, in turn, used as the basis for the construction of a teacher-made evaluation instrument.

The final phase, Part III of the G.O.T. Program, involves the construction of a teacher-made, objective-referenced mastery test. This teacher-made test is used to assess the degree to which a student has achieved the minimal performance objectives, developed in Part II, for a particular course. Only objective-type questions, as opposed to subjective-type questions, are used on the teacher-made objective-referenced test, in order to assure total objectivity in scoring the test. An alternative method of evaluation is provided for courses which require students to demonstrate psychomotor and/or affective skills.

In order to facilitate the most efficient use of the G.O.T. Program, an instructional booklet was written for teachers. The booklet explains each phase of the G.O.T. Program in detail, provides an example of the G.O.T. Program as it applies to a 9th grade U. S. History course, and gives some basic term definitions which are associated with the G.O.T. Program.

EXAMPLES OF A GOAL, PERFORMANCE OBJECTIVE, AND TEACHER-MADE TEST ITEMS FOR A SEVENTH GRADE MATH COURSE

Goal

Demonstrate competency in computational skills with whole numbers.

Performance Objective

Reading and writing whole numbers to the millions place with 80% (4 out of 5) accuracy.

Test Items

Change from words to numbers.

1. One hundred twenty-two thousand, seven hundred sixty-three

   _____

2. One million, seventy thousand, seventy

   _____

Change from numbers to words.

3. 39,456 _____

4. 500,249 _____

5. 3,200,202 _____

*Asterisk indicates that the individual student mastered the performance objective

KALAMAZOO PUBLIC SCHOOLS
Department of Research and Development

STUDENT MASTERY OF PERFORMANCE OBJECTIVES

TEACHER Just a Sample
CLASS History. GRADE 9
HOUR 2 TEST DATE 1/24/74
SCHOOL Anonymous Junior High School

STUDENT NAMES	Goal 1			Goal 2				Goal 3				Goal 4				Goal 5						TOTAL NO. OF PERFORMANCE OBJECTIVES POSSIBLE	TOTAL NO. OF PERFORMANCE OBJECTIVES ACHIEVED	PERCENT OF PERFORMANCE OBJECTIVES MASTERED
	PO1	PO2	PO3	PO1	PO2	PO3	PO4	PO1	PO2	PO3	PO4	PO1	PO2	PO3	PO4	PO1	PO2	PO3	PO4	PO5	PO6			
Student A	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	21	21	100%
Student B	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	21	20	95%
Student C	*	*			*	*	*	*	*	*	*	*	*		*	*	*	*	*		*	21	17	81%
Student D	*	*		*	*		*		*	*		*							*			21	9	43%
Student E	*	*	*	*		*	*	*	*	*		*	*	*	*	*	*	*	*	*		21	18	86%
Student F		*	*		*	*		*		*		*	*	*		*	*	*	*		*	21	14	67%
Student G	*	*	*	*	*	*	*	*			*	*		*	*	*	*	*	*	*	*	21	18	95%
Student H	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	21	21	100%
Student I	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	21	20	95%
Student J		*		*		*	*	*	*	*	*			*		*	*	*	*	*	*	21	15	71%
Student K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	21	21	100%
Student L	*	*	*	*			*	*	*		*	*	*	*	*			*	*		*	21	15	71%
Student M	*	*	*	*	*	*		*	*		*	*	*	*	*	*	*	*	*	*	*	21	19	90%
Student N	*	*	*		*	*	*	*	*	*		*	*	*	*	*	*	*	*		*	21	18	86%
Student O	*	*					*	*					*					*			*	21	7	33%
Student P	*	*	*	*	*	*	*	*	*		*	*	*	*		*		*	*	*	*	21	18	86%
Student Q	*	*	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	21	20	95%
Student R	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	21	21	100%
Student S	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		21	20	95%
Student T	*	*		*		*	*	*	*			*		*	*	*	*	*	*		*	21	15	71%
Percent of Students Mastering Objectives	90%	100%	75%	80%	70%	85%	90%	95%	80%	65%	70%	90%	80%	85%	75%	85%	80%	95%	95%	65%	85%			
Performance Objectives attained by 80% or more of students	*	*		*		*	*	*	*			*	*	*		*	*	*	*		*			
Percent of Performance Objectives mastered by 80% of students in class	71%																							

OPERATION SUNSHINE

OPERATION SUNSHINE: BOOKLET CONTENT

In order to reduce the degree to which Kalamazoo Public School students suffer a temporary loss of basic skills during the summer months, the Departments of Research and Development and Secondary Instruction have developed a project known as "OPERATION SUNSHINE". Through this Project students will have an opportunity to maintain basic skills, as well as enhance upon those skills previously mastered.

A booklet of activities will be prepared for students and will contain a variety of activities centering around the following academic areas: English and reading, math, science, and social studies. All of the exercises and activities will be created by staff members and students in the Kalamazoo Public Schools. Materials will be designed for various academic levels of junior high age students and exercises will be labeled as to the degree of difficulty. Answer keys will be provided for all selections.

- English and Reading Activities: These exercises will emphasize the major reading skills which students must master in order to successfully read various topics of printed material.

- Math Activities: The exercises in this subject area will be designed to provide students with fun and challenging ways to enhance basic skills and to increase and develop the logical thought processes.

- Science Activities: These activities are designed to provide students with an awareness of basic scientific facts, as well as to provide them with an opportunity to be "scientifically creative."

- Social Studies Activities: The exercises in this academic area are geared to promote a student's awareness of his/her environment and his/her place in that environment.

SPECIFIC SKILL ACTIVITIES "OPERATION SUNSHINE"	Reading-English	Mathematics	Science	Social Studies
1. Word Games	*	*	*	*
2. Following Directions Exercises	*	*	*	*
3. Logic Stories	*	*		
4. Metric Games and Activities		*	*	
5. Magic Number Squares		*		
6. Comparison Shopping Exercises	*	*		*
7. "How To ..." - Directions on How to Make Simple and Inexpensive items	*	*		
8. Math Puzzles		*		
9. Rebus Puzzles	*			
10. Complete-A-Story	*	*	*	*
11. Sequential Games	*	*		
12. Crack the Code	*	*		*
13. Speed-Reading Exercises	*			
14. Styles of Writing Exercises	*			
15. Logic Games	*	*		
16. Life in Kalamazoo Activities	*			*
17. Analogy Exercises	*			
18. Map, Chart, Graph Reading Activities	*	*	*	*
19. Organizational Skill Development Activities	*	*	*	*
20. Things To Do In Kalamazoo?	*	*		*
21. Find the Place	*	*	*	*
22. Unfinished Stories	*			
23. Finish the Comic Strip	*			
24. Write-A-Song	*			*
25. Kalamazoo "Believe It or Not"	*			*
26. Old Phrases, Proverbs, Adages	*			
27. Picture Puzzles	*			
28. Euphemisms	*			
29. Mazes	*	*		
30. Detective Stories	*	*	*	
31. Bicycle Safety Games	*			*
32. Visual Awareness Activities	*			
33. Baseball Scoring and Record Keeping		*		
34. Inventions	*	*	*	*
35.				
36.				
37.				

TEACHER PERFORMANCE PROFILE

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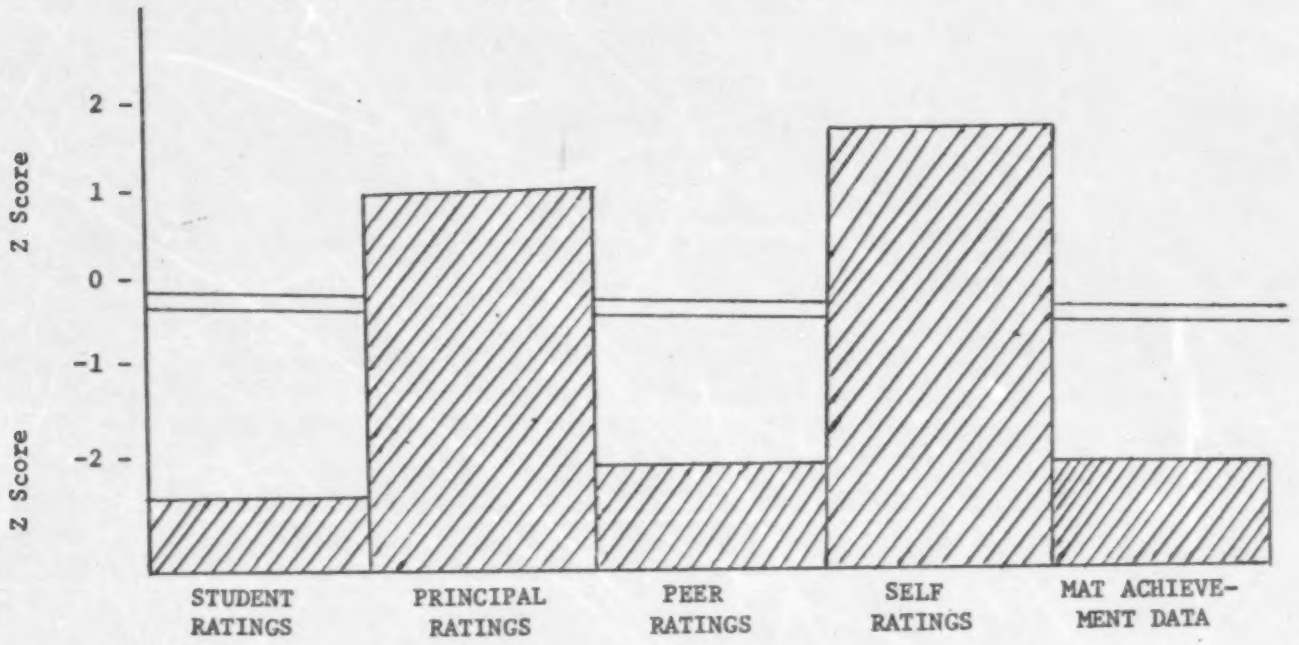
Kalamazoo Public Schools
Department of Research and Development

TEACHER PERFORMANCE PROFILE
Graphic Representative of Component Parts



For each of the five components of the Teacher Performance Profile, supportive data are available which provide additional information. For example, supportive data regarding student ratings identify specific weaknesses related to this component. The principal's component is supported by a comprehensive written appraisal of the teacher's performance. A portion of the principal's written appraisal identifies specific areas in which the teacher needs to show improvement. Peer ratings are also supported by comprehensive feedback which can specifically identify areas of weakness. Additionally, self-ratings are supported by data regarding student ratings, principal ratings, and peer ratings. Finally, Metropolitan Achievement Test data specifically define subtest areas where weaknesses are apparent.

The instruments which serve as the criterion measure for each component are listed on the following pages except for the MAT. Because there are six levels of the MAT, space does not permit presentation of this instrument. Feedback devices such as the Teacher Image Profile, Peer Image Profile, and MAT Profile are also presented on the following pages.

In summary, for each of the five components of the Teacher Performance Profile, supportive data are available to specifically identify within each component where weaknesses exist.

SECONDARY INSTRUCTIONAL SPECIALIST
PERFORMANCE PROFILE

Component Parts and Respective Instruments

The individual and/or reference groups rating the Instructional Specialist, as well as the instruments used by each individual and/or reference group are listed below:

Rating Group or Person	Instrument
Principal	Instructional Specialist Evaluation Instrument
Teachers	Peer Image Questionnaire
Self	Instructional Specialist Evaluation Instrument and Peer Image Questionnaire
Director of Secondary Instruction	Instructional Specialist Evaluation Instrument

SECONDARY INSTRUCTIONAL SPECIALIST
PERFORMANCE PROFILE

Component Parts and Respective Instruments

The individual and/or reference groups rating the Instructional Specialist, as well as the instruments used by each individual and/or reference group are listed below:

Rating Group or Person	Instrument
Principal	Instructional Specialist Evaluation Instrument
Teachers	Peer Image Questionnaire
Self	Instructional Specialist Evaluation Instrument and Peer Image Questionnaire
Director of Secondary Instruction	Instructional Specialist Evaluation Instrument

INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

Please respond to the following questions honestly and frankly in reference to the Instructional Specialist being rated. Do not give your name. All responses are anonymous. Neither the Instructional Specialist about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of others, will be analyzed. The results will be given to the ratee.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items are listed across the answer sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the Instructional Specialist being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Never
2 = Seldom
3 = Sometimes
4 = Usually
5 = Always

WHAT IS YOUR OPINION CONCERNING THIS PERSON'S BEHAVIOR:	Never	Seldom	Sometimes	Usually	Always
1. Does this person effectively plan and implement Personnel Skills Development Programs (in-service) on both an individual and group basis?	1	2	3	4	5
2. Does this person provide the classroom teacher with effective assistance in the area of classroom management techniques?	1	2	3	4	5
3. Does this person provide assistance so teachers can function more effectively in the classroom?	1	2	3	4	5
4. Does this person express her/his ideas smoothly and articulately?	1	2	3	4	5
5. Is this person patient, understanding, considerate, and courteous?	1	2	3	4	5
6. Does this person demonstrate a thorough knowledge and understanding of the skills necessary to function effectively in this position?	1	2	3	4	5
7. Does this person demonstrate the initiative and persistence needed to accomplish meaningful objectives?	1	2	3	4	5
8. Does this person support his/her superiors once decisions are made?	1	2	3	4	5
9. Is this person able to adjust rapidly to change in plans and procedures?	1	2	3	4	5
10. Is this person considerate of divergent views?	1	2	3	4	5

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		Never	Seldom	Sometimes	Usually	Always
11.	Is this person willing to try new approaches or methods?	1	2	3	4	5
12.	Does this person contribute to a feeling of unity and enthusiasm among building personnel?	1	2	3	4	5
13.	Does this person demonstrate a sense of humor at appropriate times?	1	2	3	4	5
14.	Is this person an integral part of the staff?	1	2	3	4	5
15.	Is this person objective in her/his relationships with all associates?	1	2	3	4	5
16.	To what extent is this person conscious of the problems that exist at your level?	1	2	3	4	5
17.	Does this person use his/her emotions to good advantage?	1	2	3	4	5
18.	Are this person's grooming and attire in good taste?	1	2	3	4	5
19.	Do you feel that this person demonstrates a healthy attitude towards education?	1	2	3	4	5
20.	Does this person assist the principal in providing the instructional leadership necessary to meet building and system-wide objectives?	1	2	3	4	5
21.	Is this person prompt, accurate, and does she/he follow through in relationships with you?	1	2	3	4	5
22.	Has this person provided you with instructional ideas for activities which led to a positive change in student achievement?	1	2	3	4	5
23.	What is your overall opinion of this person's effectiveness?	1	2	3	4	5

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS PERSON:

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS PERSON:

Dept. of Research and Development
Kalamazoo Public Schools
3/18/74

PEER IMAGE QUESTIONNAIRE FOR TEACHERS

Please respond to the following questions honestly and frankly in reference to the teacher being rated. Do not give your name. All responses are anonymous. Neither the teacher about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of other teachers, will be analyzed. Image profiles representing how your fellow teacher is perceived along several dimensions by his/her associates will be given to him/her.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the teacher being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL — USE ANSWER SHEET

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent

WHAT IS YOUR OPINION CONCERNING THIS TEACHER'S:	Poor	Fair	Average	Good	Excellent
1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1	2	3	4	5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1	2	3	4	5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1	2	3	4	5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of his/her field?)	1	2	3	4	5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1	2	3	4	5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1	2	3	4	5
7. FLEXIBILITY: Is this person able to adjust rapidly to changes in plans or procedures?)	1	2	3	4	5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1	2	3	4	5
9. OPENNESS: (Is this person considerate of divergent views?)	1	2	3	4	5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1	2	3	4	5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1	2	3	4	5

(OVER)

	Poor	Fair	Average	Good	Excellent
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1	2	3	4	5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1	2	3	4	5
14. SENSE OF BELONGING: (Is this person an integral part of faculty?)	1	2	3	4	5
15. OBJECTIVITY: (Is this person objective in his/her relations with all his/her associates?)	1	2	3	4	5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1	2	3	4	5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1	2	3	4	5
18. APPEARANCE: (Are this person's grooming and attire in good taste?)	1	2	3	4	5
19. ATTITUDE TOWARD TEACHING: (Do you feel this teacher has a healthy outlook toward teaching?)	1	2	3	4	5
20. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1	2	3	4	5
21. LEADERSHIP: (To what extent does this teacher take initiative in professional matters?)	1	2	3	4	5
22. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1	2	3	4	5
23. COOPERATIVENESS: (Does this teacher share ideas, materials, and facilities?)	1	2	3	4	5
24. EVALUATION: (What is your overall opinion of this teacher as a fellow educator?)	1	2	3	4	5

25. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS TEACHER.

26. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS TEACHER.

DEPARTMENT OF EVALUATION AND DEVELOPMENT
KALAMAZOO PUBLIC SCHOOLS

3/19/74

SECONDARY ACADEMIC SPECIALIST
PERFORMANCE PROFILE

Component Parts and Respective Instruments

Academic Specialists are rated on the instruments listed below by the following individuals and/or reference groups: See attached directions for additional information.

Rating Group or Person	Instrument
Principal	Academic Specialist Evaluation Instrument
Self	Academic Specialist Evaluation Instrument
Department Heads or Subject Chairperson	Academic Specialist Evaluation Instrument
Director of Secondary Instruction	Academic Specialist Evaluation Instrument

ACADEMIC SPECIALIST EVALUATION INSTRUMENT

Please respond to the following questions honestly and frankly in reference to the Academic Specialist being rated. Do not give your name. All responses are anonymous. Neither the Academic Specialist about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of others, will be analyzed. The results will be given to the ratee.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items are listed across the answer sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the Academic Specialist being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Never /Not Observed
2 = Seldom /Needs Improvement
3 = Sometimes /Average
4 = Usually/Satisfactory
5 = Always/Outstanding

WHAT IS YOUR OPINION CONCERNING THIS PERSON'S BEHAVIOR:	Never	Seldom	Sometimes	Usually	Always
1. Does this person provide effective curriculum and instructional leadership in his/her subject matter discipline?	1	2	3	4	5
2. Does this person provide assistance so teachers can function more effectively in the classroom?	1	2	3	4	5
3. Does this person express her/his ideas smoothly and articulately?	1	2	3	4	5
4. Is this person patient, understanding, considerate, and courteous?	1	2	3	4	5
5. Does this person demonstrate a thorough knowledge and understanding of the skills necessary to function effectively in this position?	1	2	3	4	5
6. Does this person demonstrate the initiative and persistence needed to accomplish meaningful objectives?	1	2	3	4	5
7. Does this person support the appropriate people once decisions are made?	1	2	3	4	5
8. Is this person able to adjust rapidly to change in plans or procedures?	1	2	3	4	5
9. Is this person considerate of divergent views?	1	2	3	4	5

	Never	Seldom	Sometimes	Usually	Always
10. Is this person willing to try new approaches or methods?	1	2	3	4	5
11. Does this person treat others in an unbiased or impartial manner?	1	2	3	4	5
12. Does this person contribute to a feeling of enthusiasm among department personnel?	1	2	3	4	5
13. Does this person treat others in an objective and tactful manner?	1	2	3	4	5
14. To what extent is this person conscious of the problems that exist at your level?	1	2	3	4	5
15. Do you feel that this person demonstrates a positive attitude towards education?	1	2	3	4	5
16. Does this person assist the principal in providing the instructional leadership necessary to meet building and system-wide objectives?	1	2	3	4	5
17. Is this person prompt, accurate, and does he/she follow through in relationships with you?	1	2	3	4	5
18. Does this person work cooperatively with the classroom teachers in your building to bring about a positive change in student achievement?	1	2	3	4	5
19. What is the overall effectiveness of this person?	1	2	3	4	5

Dept. of Research and Development
Kalamazoo Public Schools
3/26/74

ELEMENTARY INSTRUCTIONAL SPECIALIST
PERFORMANCE PROFILE

Component Parts and Respective Instruments

The individual and/or reference groups rating the Elementary Instructional Specialist, as well as the instruments used by each individual and/or reference groups are listed below:

Rating Group or Person	Instrument
Principal	Elementary Instructional Specialist Evaluation Instrument
Teachers	Peer Image Questionnaire for Teachers
Self	Elementary Instructional Specialist Evaluation Instrument and Peer Image Questionnaire

ELEMENTARY INSTRUCTIONAL SPECIALIST EVALUATION INSTRUMENT

Please respond to the following questions honestly and frankly in reference to the Instructional Specialist being rated. Do not give your name. All responses are anonymous. Neither the Instructional Specialist about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of others, will be analyzed. The results will be given to the ratee.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items are listed across the answer sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the Instructional Specialist being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Never
2 = Seldom
3 = Sometimes
4 = Usually
5 = Always

WHAT IS YOUR OPINION CONCERNING THIS PERSON'S BEHAVIOR:	Never	Seldom	Sometimes	Usually	Always
1. Does this person effectively plan and implement Personnel Skills Development Programs on both an individual and group basis?	1	2	3	4	5
2. Does this person provide the classroom teacher with effective assistance in the area of classroom management techniques?	1	2	3	4	5
3. Does this person provide assistance so teachers can function more effectively in the classroom?	1	2	3	4	5
4. Does this person express her/his ideas smoothly and articulately?	1	2	3	4	5
5. Is this person patient, understanding, considerate, and courteous?	1	2	3	4	5
6. Does this person demonstrate a thorough knowledge and understanding of the math and reading skills necessary to function effectively in this position?	1	2	3	4	5
7. Does this person demonstrate the skills necessary to diagnose and prescribe for children possessing learning disabilities?	1	2	3	4	5
8. Does this person demonstrate the initiative and persistance needed to accomplish meaningful objectives?	1	2	3	4	5
9. Does this person support the appropriate people once decisions are made?	1	2	3	4	5

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	Never	Seldom	Sometimes	Usually	Always
10. Is this person able to adjust rapidly to change in plans or procedures?	1	2	3	4	5
11. Is this person considerate of divergent views?	1	2	3	4	5
12. Is this person willing to try new approaches or methods?	1	2	3	4	5
13. Does this person treat others in an unbiased and impartial manner?	1	2	3	4	5
14. Does this person contribute to a feeling of unity and enthusiasm among building personnel?	1	2	3	4	5
15. Does this person demonstrate a sense of humor at appropriate times?	1	2	3	4	5
16. Is this person an integral part of the staff?	1	2	3	4	5
17. Is this person objective in his/her relationships with all his associates?	1	2	3	4	5
18. To what extent is this person conscious of the problems that exist at your level?	1	2	3	4	5
19. Does this person use her/his emotions to good advantage?	1	2	3	4	5
20. Does this person display good taste regarding grooming and attire?	1	2	3	4	5
21. Does this person demonstrate a healthy attitude towards education?	1	2	3	4	5
22. Does this person assist the principal in providing the instructional leadership necessary to meet b ilding and system-wide objectives?	1	2	3	4	5
23. Is this person prompt, accurate and does he/she follow through in relationships with you.	1	2	3	4	5
24. Do the activities of this person lead to a significantly positive change in student achievement?	1	2	3	4	5
25. In general, does this person perform effectively in the role of an instructional specialist?	1	2	3	4	5

If you wish, please list below one or more weaknesses in this person.

If you wish, please list below one or more strengths of this person.

Dept. of Research and Development
Kalamazoo Public Schools
3/19/74

PEER IMAGE QUESTIONNAIRE FOR TEACHERS

Please respond to the following questions honestly and frankly in reference to the teacher being rated. Do not give your name. All responses are anonymous. Neither the teacher about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of other teachers, will be analyzed. Image profiles representing how your fellow teacher is perceived along several dimensions by his/her associates will be given to him/her.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the teacher being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL — USE ANSWER SHEET

1 = Poor 3 = Average 5 = Excellent
2 = Fair 4 = Good

WHAT IS YOUR OPINION CONCERNING THIS TEACHER'S:	Poor	Fair	Average	Good	Excellent
1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1	2	3	4	5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1	2	3	4	5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1	2	3	4	5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of his/her field?)	1	2	3	4	5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1	2	3	4	5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1	2	3	4	5
7. FLEXIBILITY: Is this person able to adjust rapidly to changes in plans or procedures?)	1	2	3	4	5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1	2	3	4	5
9. OPENNESS: (Is this person considerate of divergent views?)	1	2	3	4	5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1	2	3	4	5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1	2	3	4	5

(OVER)

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	Poor	Fair	Average	Good	Excellent
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1	2	3	4	5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1	2	3	4	5
14. SENSE OF BELONGING: (Is this person an integral part of faculty?)	1	2	3	4	5
15. OBJECTIVITY: (Is this person objective in his/her relations with all his/her associates?)	1	2	3	4	5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1	2	3	4	5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1	2	3	4	5
18. APPEARANCE: (Are this person's grooming and attire in good taste?)	1	2	3	4	5
19. ATTITUDE TOWARD TEACHING: (Do you feel this teacher has a healthy outlook toward teaching?)	1	2	3	4	5
20. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1	2	3	4	5
21. LEADERSHIP: (To what extent does this teacher take initiative in professional matters?)	1	2	3	4	5
22. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1	2	3	4	5
23. COOPERATIVENESS: (Does this teacher share ideas, materials, and facilities?)	1	2	3	4	5
24. EVALUATION: (What is your overall opinion of this teacher as a fellow educator?)	1	2	3	4	5

25. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS TEACHER.

26. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS TEACHER.

DEPARTMENT OF RESEARCH AND DEVELOPMENT
KALAMAZOO PUBLIC SCHOOLS

3/19/74

STUDENT LEADER PERFORMANCE PROFILE

Component Parts and Respective Instruments

Leaders of Student Services are rated on the instruments listed below by the following individuals and/or reference groups:

Rating Group or Person	Instrument
Principal	Student Leader Evaluation Instrument
Teachers	Peer Image Questionnaire for Teachers
Self	Student Leader Evaluation Instrument and Peer Image Questionnaire for Teachers
Director of Student Services	Student Leader Evaluation Instrument

STUDENT LEADER EVALUATION INSTRUMENT

Please respond to the following questions honestly and frankly in reference to the Student Leader being rated. Do not give your name. All responses are anonymous. Neither the Student Leader about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with the responses of others, will be analyzed. The results will be given to the ratee.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items are listed across the answer sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the Student Leader being rated on the answer sheet; no other information is required except your responses. IF YOU CANNOT ANSWER A QUESTION, LEAVE IT BLANK.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Never
2 = Seldom
3 = Sometimes
4 = Usually
5 = Always

WHAT IS YOUR OPINION CONCERNING THIS PERSON'S BEHAVIOR:	Never	Seldom	Sometimes	Usually	Always
1. Does this person effectively plan and implement Personnel Skills Development Programs on both an individual and group basis?	1	2	3	4	5
2. Does this person provide the classroom teacher with effective assistance regarding student adjustment problems?	1	2	3	4	5
3. Does this person provide assistance so teachers can function more effectively in the classroom?	1	2	3	4	5
4. Does this person express her/his ideas smoothly and articulately?	1	2	3	4	5
5. Is this person patient, understanding, considerate, and courteous?	1	2	3	4	5
6. Does this person demonstrate a thorough knowledge and understanding of the skills necessary to function effectively in this position?	1	2	3	4	5
7. Does this person demonstrate the initiative and persistence needed to accomplish meaningful objectives?	1	2	3	4	5
8. Does this person support the appropriate people once decisions are made?	1	2	3	4	5
9. Is this person able to adjust rapidly to change in plans or procedures?	1	2	3	4	5

		Never	Seldom	Sometimes	Usually	Always
10.	Is this person considerate of divergent views?	1	2	3	4	5
11.	Is this person willing to try new approaches or methods?	1	2	3	4	5
12.	Does this person treat others in an unbiased and impartial manner?	1	2	3	4	5
13.	Does this person contribute to a feeling of unity and enthusiasm among building personnel?	1	2	3	4	5
14.	Does this person demonstrate a sense of humor at appropriate times?	1	2	3	4	5
15.	Is this person an integral part of the staff?	1	2	3	4	5
16.	Is this person objective in his/her relationships with all associates?	1	2	3	4	5
17.	To what extent is this person conscious of the problems that exist at your level?	1	2	3	4	5
18.	Does this person use her/his emotions to good advantage?	1	2	3	4	5
19.	Are this person's grooming and attire in good taste?	1	2	3	4	5
20.	Do you feel that this person demonstrates a healthy attitude towards education?	1	2	3	4	5
21.	Does this person assist the principal in providing the instructional leadership necessary to meet building and system-wide objectives?	1	2	3	4	5
22.	Is this person prompt, accurate, and does he/she follow through in relationships with you?	1	2	3	4	5
23.	Do the activities of this person have a significantly positive effect on student achievement?	1	2	3	4	5
24.	In general, does this person perform effectively?	1	2	3	4	5

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS PERSON.

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS PERSON.

Dept. of Research and Development
Kalamazoo Public Schools
3/19/74

PEER IMAGE QUESTIONNAIRE FOR TEACHERS

Please respond to the following questions honestly and frankly in reference to the teacher being rated. Do not give your name. All responses are anonymous. Neither the teacher about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of other teachers, will be analyzed. Image profiles representing how your fellow teacher is perceived along several dimensions by his/her associates will be given to him/her.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the teacher being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL — USE ANSWER SHEET

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent

WHAT IS YOUR OPINION CONCERNING THIS TEACHER'S:	Poor	Fair	Average	Good	Excellent
1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1	2	3	4	5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1	2	3	4	5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1	2	3	4	5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of his/her field?)	1	2	3	4	5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1	2	3	4	5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1	2	3	4	5
7. FLEXIBILITY: Is this person able to adjust rapidly to changes in plans or procedures?)	1	2	3	4	5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1	2	3	4	5
9. OPENNESS: (Is this person considerate of divergent views?)	1	2	3	4	5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1	2	3	4	5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1	2	3	4	5

(OVER)

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	Poor	Fair	Average	Good	Excellent
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1	2	3	4	5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1	2	3	4	5
14. SENSE OF BELONGING: (Is this person an integral part of faculty?)	1	2	3	4	5
15. OBJECTIVITY: (Is this person objective in his/her relations with all his/her associates?)	1	2	3	4	5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1	2	3	4	5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1	2	3	4	5
18. APPEARANCE: (Are this person's grooming and attire in good taste?)	1	2	3	4	5
19. ATTITUDE TOWARD TEACHING: (Do you feel this teacher has a healthy outlook toward teaching?)	1	2	3	4	5
20. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1	2	3	4	5
21. LEADERSHIP: (To what extent does this teacher take initiative in professional matters?)	1	2	3	4	5
22. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1	2	3	4	5
23. COOPERATIVENESS: (Does this teacher share ideas, materials, and facilities?)	1	2	3	4	5
24. EVALUATION: (What is your overall opinion of this teacher as a fellow educator?)	1	2	3	4	5

25. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS TEACHER.

26. IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS TEACHER.

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[illegible] PUBLIC SCHOOLS

3/19[illegible]

COUNSELOR PERFORMANCE PROFILE

Component Parts and Respective Instruments

The component parts of the Counselor Evaluation Accountability model are:

Rating Group or Person	Instrument
Student Ratings	Counselor Image Questionnaire
Teacher Ratings	Teacher Perceptions of the Counselor Image Questionnaire
Peer (other Counselors) Ratings	Peer Image Questionnaire for Counselors
Principal	Counselor Evaluation Form
Self	Counselor Image Questionnaire, Teacher Perceptions of the Counselor Image Questionnaire, Peer Image Questionnaire for Counselors, and the Counselor Evaluation Form

PROCEDURES FOR IDENTIFYING INDIVIDUALS WHO WILL PROVIDE FEEDBACK FOR COMPONENT PARTS OF THE COUNSELOR PERFORMANCE PROFILE

Department of Research and Development
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STUDENTS
(Counselor Image Questionnaire)

The Counselor Image Questionnaire will be administered to all students by teachers during a specific period of the school day on a date established by the principal.

PRINCIPAL
(Counselor Evaluation Form)

The principal will evaluate all counselors on his/her staff via the Counselor Evaluation Form. For each counselor, there will be at least one written form completed by the principal's office. For probationary counselors, at least two written appraisals will be made.

PEERS
(Peer Image Questionnaire for Counselors)

Peer evaluation refers to other counselors providing feedback in reference to a particular counselor. All of the counselor's peers in high school buildings will rate him/her. This does not apply to junior high schools.

SELF EVALUATION

A counselor will rate himself/herself in reference to the following instruments: (1) Counselor Image Questionnaire; (2) Counselor Evaluation Form; (3) Peer Image Questionnaire for Counselors; and (4) Teacher Perceptions of Counselor Questionnaire.

TEACHER RATINGS
(Teacher Perceptions of Counselor Questionnaire)

Teachers who teach subjects at the same grade level which counselors are assigned will rate the counselor. For example, teachers who teach seventh grade classes would rate the seventh grade counselor.

If the preceding approach would not be applicable, such as at the high school level, the principal in conjuction with the counselor will identify at least ten teachers to rate the counselor. The major criteria used to select teachers should be that they are knowledgeable of the counselor's performance.

INSTRUCTIONS FOR PERSON IN CHARGE OF ADMINISTERING THE COUNSELOR IMAGE QUESTIONNAIRE

Department of Research and Development
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A person other than the counselor being rated shall administer the Counselor Image Questionnaire. This person shall make no comments about the counselor's behavior or in any way influence the students' responses to the questionnaire.

BEFORE ADMINISTERING THE QUESTIONNAIRE:

A. Make sure you have one questionnaire and answer sheet for each student.
B. Explain to the students that the purpose of this questionnaire is to allow them to indicate how they view their counselor. It is not a test.
C. Remember not to comment about the counselor.
D. Make sure each student has a No. 2 pencil.

WHILE ADMINISTERING THE QUESTIONNAIRE:

A. Read the instructions listed at the top of the questionnaire, exactly as written, to the class.
B. Go over the example with students.
C. Make sure the students know how to use the answer sheet properly. Note that the items are listed across the answer sheet.

NOTE: D. If a student has never met with his/her counselor or does not know who his/her counselor is, he/she should make a large mark through his/her questionnaire and not respond to it.

E. Read each question to junior high students. (Go through the questionnaire with them.)
F. Instruct students to leave a question blank if they cannot answer it.
G. Remind students to think about the whole year when responding to questions.
H. Read the following:

> "After you complete the questionnaire, I will seal all copies in an envelope addressed to the Department of Research and Development. Your counselor will receive a summary of the results. After you complete the questionnaire, sit quietly or study until all students have finished. There should be no talking."

(over)

NOTE TO PERSON IN CHARGE:

A. While administering the Counselor Image Questionnaire, exhibit the same attitude that is appropriate when administering any test or examination.
B. Make sure that students understand that they should answer the questions regarding their counselor and not concerning you, the person in charge.
C. Students should be given all the time needed to answer the last two questions. Students do write their answers for the last two questions on the questionnaire form.
D. Assure students that responses are anonymous.
E. When administering the questionnaire to junior high students, go through it with them. Check to make sure that the students are completing the questionnaire properly.
F. Before collection of the answer sheets and questionnaires, make sure that the students:
    (1) Have counselor's name on answer sheet.
    (2) Have used answer sheet properly.
G. After all questionnaires have been completed, collect all copies. Promptly seal the answered forms in the envelope addressed to the Department of Research and Development <u>in the presence of the students</u>.
H. After the envelope has been sealed:

    Return the materials to the office to be sent to the Department of Research and Development via the inter-school mail.

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COUNSELOR IMAGE QUESTIONNAIRE

Please do not begin until you are told to do so by the person in charge.

Please put your answers on the accompanying answer sheet. The items on the answer sheet are listed across the sheet. Place your counselor's name in the upper left-hand corner of the answer sheet. Do not put your name or any other information at the top of the answer sheet.

After you read each question and decide on your answer, blacken in the corresponding space on the answer sheet with a No. 2 pencil. Use the following scale:

1 = Never 2 = Seldom 3 = Sometimes 4 = Usually 5 = Always

E X A M P L E

		Never	Seldom	Sometimes	Usually	Always
A.	My counselor dresses nicely.	1	2	3	4	5

If your response to this question was "Usually" you would blacken in the area under "4" on your answer sheet.

A. 1 2 3 **4** 5

Be sure to blacken in only one blank for each question.

USE ANSWER SHEET

WHAT IS YOUR OPINION OF YOUR COUNSELOR?	Never	Seldom	Sometimes	Usually	Always
1. When you see your counselor, does she/he give you the help you need?	1	2	3	4	5
2. Is your counselor able to help you think things through and make decisions about important problems?	1	2	3	4	5
3. Is your counselor sincerely interested in you and your problems?	1	2	3	4	5
4. Can you see your counselor when you need to within a reasonable amount of time?	1	2	3	4	5
5. Does your counselor keep what you tell her/him confidential?	1	2	3	4	5

- OVER -

	Never	Seldom	Sometimes	Usually	Always
6. Is your counselor fair in the way she/he treats students?	1	2	3	4	5
7. Does your counselor show interest in and enthusiasm for her/his work?	1	2	3	4	5
8. Is your counselor friendly to you wherever you see her/him?	1	2	3	4	5
9. Does your counselor help you feel at ease enough to share your true feelings and thoughts?	1	2	3	4	5
10. Does your counselor understand and consider your point of view no matter what you say to her/him?	1	2	3	4	5
11. Does your counselor respect you as a person?	1	2	3	4	5
12. Would you go to your counselor to discuss a serious personal problem?	1	2	3	4	5
13. Does your counselor like students?	1	2	3	4	5
14. Does your counselor enjoy a joke and laugh with you about funny things?	1	2	3	4	5
15. Is your counselor good at doing her/his job?	1	2	3	4	5

16. PLEASE LIST BELOW ONE OR MORE THINGS THAT YOU ESPECIALLY LIKE ABOUT YOUR COUNSELOR.

17. PLEASE LIST BELOW ONE OR MORE SUGGESTIONS FOR THE IMPROVEMENT OF YOUR COUNSELOR.

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INSTRUCTIONS FOR COLLECTING TEACHER PERCEPTIONS OR COUNSELOR PERFORMANCES

1. Teachers are to receive from principals the number of Teacher Perceptions of Counselor Questionnaires and Answer Sheets necessary for them to rate the counselors with which they have contact.

2. The principal or his/her designee will serve the function of collecting questionnaires and answer sheets, and return them to the Department of Research and Development via the large envelope stamped "Return to the Department of Research and Development".

If you have any questions or concerns regarding this matter, please feel free to contact the Assistant Director, Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools
3/19/74

TEACHER PERCEPTIONS OF COUNSELOR QUESTIONNAIRE

Please respond to the following questions honestly and frankly in reference to the counselor being rated. Do not give your name. All responses are anonymous. Neither the counselor about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of other teachers, will be analyzed. Image profiles representing how this counselor is perceived along several dimensions by teachers will be given to him/her.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the counselor being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Poor 2 = Fair 3 = Average 4 = Good 5 = Excellent

WHAT IS YOUR OPINION CONCERNING THIS COUNSELOR'S:	Poor	Fair	Average	Good	Excellent
1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1	2	3	4	5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1	2	3	4	5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1	2	3	4	5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of her/his field?)	1	2	3	4	5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1	2	3	4	5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1	2	3	4	5
7. FLEXIBILITY: (Is this person able to adjust rapidly to changes in plans or procedures?)	1	2	3	4	5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1	2	3	4	5
9. OPENNESS: (Is this person considerate of divergent views?)	1	2	3	4	5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1	2	3	4	5
11. FAIRNESS: (Does this person treat others in an unbiased and impartial manner?)	1	2	3	4	5

	Poor	Fair	Average	Good	Excellent
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1	2	3	4	5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1	2	3	4	5
14. SENSE OF BELONGING: (Is this person an integral part of the faculty?)	1	2	3	4	5
15. OBJECTIVITY: (Is this person objective in her/his relations with all associates?)	1	2	3	4	5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1	2	3	4	5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1	2	3	4	5
18. APPEARANCE: (Are this person's grooming and attire in good taste?)	1	2	3	4	5
19. ATTITUDE TOWARD COUNSELING: (Do you feel this counselor has a healthy outlook toward counseling?)	1	2	3	4	5
20. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1	2	3	4	5
21. LEADERSHIP: (To what extent does this counselor take initiative in professional matters?)	1	2	3	4	5
22. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1	2	3	4	5
23. COOPERATIVENESS: (Does this counselor work cooperatively with you to resolve problems?)	1	2	3	4	5
24. EVALUATION: (What is your overall opinion of this counselor as a fellow educator?)	1	2	3	4	5

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS COUNSELOR.

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS COUNSELOR.

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INSTRUCTIONS FOR ADMINISTERING PEER IMAGE QUESTIONNAIRE FOR COUNSELORS

1. Each counselor is to be rated by all of his/her fellow counselors.

2. Personnel from principal's office will distribute the questionnaires and answer sheets to the respondents.

3. The principal will appoint a person (preferably a teacher) to collect the forms and return them to the Department of Research and Development via the large return envelope.

4. The questionnaires should be returned to the Department of Research and Development within a week after they were given to the respondents.

If any problems arise, please contact the Assistant Director, Department of Research and Development.

Thank you.

Department of Research and Development
Kalamazoo Public Schools
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PEER IMAGE QUESTIONNAIRE FOR COUNSELORS

Please respond to the following questions honestly and frankly in reference to the counselor being rated. Do not give your name. All responses are anonymous. Neither the counselor about whom these questions are asked nor anyone else will ever be able to associate your responses with you.

Immediately after completion, your responses, along with responses of other counselors, will be analyzed. Image profiles representing how your fellow counselor is perceived along several dimensions by his/her associates will be given to him/her.

Fill in the blank which represents your reaction to each question on the accompanying answer sheet. Note that the items on the answer sheet are listed across the sheet. Please follow the directions as specified on the answer sheet. Be sure to fill in only one blank for each question. Place only the name of the counselor being rated on the answer sheet; no other information is required except your responses. If you cannot answer a question, leave it blank.

PLEASE USE LEAD PENCIL

USE ANSWER SHEET

1 = Poor 3 = Average 5 = Excellent
2 = Fair 4 = Good

WHAT IS YOUR OPINION CONCERNING THIS COUNSELOR'S:	Poor	Fair	Average	Good	Excellent
1. VERBAL FLUENCY: (Does this person express ideas smoothly? Is this person articulate?)	1	2	3	4	5
2. CONSIDERATION OF OTHERS: (Is this person patient, understanding, considerate and courteous?)	1	2	3	4	5
3. ATTITUDE TOWARD JOB: (Does this person show interest and enthusiasm toward work?)	1	2	3	4	5
4. TECHNICAL COMPETENCE: (Does this person have a thorough knowledge and understanding of her/his field?)	1	2	3	4	5
5. ACHIEVEMENT DRIVE: (Does this person have the initiative and persistence needed to accomplish meaningful goals?)	1	2	3	4	5
6. SUPPORTIVENESS: (Does this person support the faculty and the school once decisions are made?)	1	2	3	4	5
7. FLEXIBILITY: (Is this person able to adjust rapidly to changes in plans or procedures?)	1	2	3	4	5
8. CONTRIBUTION: (Does this person contribute his/her share of time and energy to faculty activities and concerns?)	1	2	3	4	5
9. OPENNESS: (Is this person considerate of divergent views?)	1	2	3	4	5
10. INNOVATIVENESS: (Is this person willing to try new approaches or methods?)	1	2	3	4	5
11. [illegible] (Does this person treat others in an unbiased and impartial manner?)	1	2	3	4	5

	Poor	Fair	Average	Good	Excellent
12. MAINTENANCE OF STAFF MORALE: (Does this person contribute to the feeling of unity and enthusiasm among the staff?)	1	2	3	4	5
13. SENSE OF HUMOR: (Does this person demonstrate a sense of humor at appropriate times?)	1	2	3	4	5
14. SENSE OF BELONGING: (Is this person an integral part of the faculty?)	1	2	3	4	5
15. OBJECTIVITY: (Is this person objective in her/his relations with all associates?)	1	2	3	4	5
16. AWARENESS: (To what extent is this person conscious of the problems that exist in all areas?)	1	2	3	4	5
17. SELF CONTROL: (Does this person use his/her emotions to good advantage?)	1	2	3	4	5
18. APPEARANCE: (Are this person's grooming and attire in good taste?)	1	2	3	4	5
19. ATTITUDE TOWARD COUNSELING: (Do you feel this counselor has a healthy outlook toward counseling?)	1	2	3	4	5
20. PROFESSIONALISM: (To what extent does this person contribute to the advancement of education?)	1	2	3	4	5
21. LEADERSHIP: (To what extent does this counselor take initiative in professional matters?)	1	2	3	4	5
22. DEPENDABILITY: (Is this person prompt, accurate, and does he/she follow through in relationships with you?)	1	2	3	4	5
23. COOPERATIVENESS: (Does this counselor share ideas, materials, and facilities?)	1	2	3	4	5
24. EVALUATION: (What is your overall opinion of this counselor as a fellow educator?)	1	2	3	4	5

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE WEAKNESSES OF THIS COUNSELOR.

IF YOU WISH, PLEASE LIST BELOW ONE OR MORE STRENGTHS OF THIS COUNSELOR.

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Kalamazoo Public Schools

COUNSELOR EVALUATION FORM

1st Appraisal _____
2nd Appraisal _____
3rd Appraisal _____
4th Appraisal _____

Counselor _____ Date _____

School _____ Principal _____

Rating scale defined: POOR - unacceptable performance
FAIR - needs improvement--does not meet minimum performance requirements
SATISFACTORY - meets minimum performance requirements
GOOD - exceeds minimum performance requirements
EXCELLENT - far exceeds minimum performance requirements

Based on your (principal's) appraisal of this counselor's performance, check the appropriate response. (If you believe a certain criterion does not apply, do not check a response category):

	Poor	Fair	Sat.	Good	Exc.
A. PROFESSIONAL PERFORMANCE					
1. Shows cooperation	___	___	___	___	___
2. Displays a positive relationship with faculty	___	___	___	___	___
3. Demonstrates effective daily preparation	___	___	___	___	___
4. Reacts rationally to constructive criticism	___	___	___	___	___
5. Demonstrates initiative and resourcefulness	___	___	___	___	___
6. Exhibits flexibility in meeting changes	___	___	___	___	___
7. Displays promptness and dependability	___	___	___	___	___
B. COUNSELS ASSIGNED PUPILS					
1. Shows interest in pupils	___	___	___	___	___
2. Solicits pupils' points of view	___	___	___	___	___
3. Secures cooperation of pupils	___	___	___	___	___
C. KNOWLEDGE					
1. Demonstrates knowledge of subject matter	___	___	___	___	___
2. Demonstrates skills in applying knowledge	___	___	___	___	___
D. CONTACTS AND OTHER PERFORMANCE					
1. Is friendly and courteous to students	___	___	___	___	___
2. Works effectively with parents	___	___	___	___	___
3. Works effectively with staff members	___	___	___	___	___
4. Helps students solve personal problems	___	___	___	___	___

	Poor	Fair	Sat.	Good	Exc.
D. COUNSELING AND GUIDANCE PERFORMANCE, con't.					
5. Is available to students	___	___	___	___	___
6. Is accessible to staff members	___	___	___	___	___
7. Visits informally with students in places other than the office	___	___	___	___	___
8. Assists in effectively conducting testing programs					
9. Effectively disseminates test information to students, staff members, and parents	___	___	___	___	___
10. Functions effectively with students who have attendance problems	___	___	___	___	___
11. Effectively deals with students who are doing poor or failing school work	___	___	___	___	___
12. Effectively deals with students who are in danger of being suspended or have been suspended	___	___	___	___	___
13. Cooperates with the Principal's Office regarding student behavior or attitude problems	___	___	___	___	___
14. Counsels effectively with students referred by teachers	___	___	___	___	___
15. Provides career or vocational education information to students	___	___	___	___	___
16. Assists student in identifying and applying for scholarships, grants, and entrance into post-high school institutions	___	___	___	___	___
E. PERSONAL BEHAVIOR					
1. Shows enthusiasm and interest	___	___	___	___	___
2. Demonstrates emotional stability	___	___	___	___	___
3. Exhibits poise and self-confidence	___	___	___	___	___
4. Displays a willingness to share ideas and materials	___	___	___	___	___
5. Exhibits a willingness to seek help when needed	___	___	___	___	___
F. EFFECTIVENESS					
1. What is your overall evaluation of this counselor's effectiveness? (This is not necessarily based on the average of the preceding criteria.)	___	___	___	___	___

G. EXPLAIN THOSE AREAS RATED BELOW SATISFACTORY: (Be specific)
(If necessary, attach another page)

H. SPECIFIC SUGGESTIONS FOR IMPROVEMENT

I. DISPOSITION RECOMMENDED:

a. Reemploy _____

b. Terminate _____

c. Extend probation one year _____

d. Do not place on tenure _____

e. Place on tenure _____

A conference regarding this appraisal must be held with the counselor. The signature does not necessarily indicate agreement with above appraisal; but indicates he/she has seen it. The counselor may attach a memo explaining his or her disagreement regarding any aspect of this evaluation.

_____ _____

Counselor's Signature Principal's Signature

FINAL EVALUATION SHALL BE COMPLETED AND SIGNED BY MAY 1.

For Personnel Use:
Date Tenure Granted _____

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